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January 31, 2012

Michael E. Marshall  
Secretary of the Senate  
State Capitol Building  
Des Moines, IA 50319

Charles Smithson  
Chief Clerk of the House  
State Capitol Building  
Des Moines, IA 50319

RE: Annual Reports:  
Affirmative Action  
Regents Minority and Women Educators Enhancement Program  
Affirmative Action Cost

Dear Members of the Iowa General Assembly:

Pursuant to Iowa Code §§19B.5(3) and 262.93, enclosed is the Board of Regents Annual Diversity Report which includes the 2011 annual reports for Affirmative Action, the Minority and Women Educators Enhancement Program, and Affirmative Action Cost. In order to meet the January 31 statutory deadline, the reports are being submitted to the General Assembly before being presented to the Board of Regents at its February 6-7, 2012, meeting at Iowa State University in Ames, Iowa.

If there are any questions concerning these reports, please do not hesitate to contact us.

Sincerely,

Robert Donley

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Enclosures

cc: Robin Madison, LSA  
Legislative Liaisons  
Legislative Log

Contact: Marcia Brunson

**ANNUAL DIVERSITY REPORT**

**Actions Requested:** (1) Receive the annual reports on Affirmative Action, the Minority and Women Educators Enhancement Program and the Affirmative Action Cost Report; and (2) Ratify the submission of these reports in accordance with Iowa Code §19B.5 and §262.93 to the Iowa General Assembly.

**Executive Summary:**

This report consists of three sections – the Annual Affirmative Action Report, the Annual Report on the Regents Minority and Women Educators Enhancement Program, and the Affirmative Action Cost report. All three reports are required by the Iowa Code. Due to the timing of the Board of Regents meeting, reports were transmitted to General Assembly in January in order to meet the January 31 statutory deadline.

**ANNUAL AFFIRMATIVE ACTION REPORT**

This report summarizes the activities of the Regent institutions during the past year in providing equal employment opportunities for administrators, faculty, and staff. The institutional reports provide extensive detail about the types of programming and support available on the campus, and the progress made over the past year in enhancing the diversity of the institution. Due to the breadth of the institutional reports, they are not included with this memorandum but are available on the Board of Regents website as an attachment to this agenda item.

The tables in Attachment A provide comparison over the past ten years by Primary Occupational Activity group (POA). The statistics are prepared from workforce data compiled for all regular, full-time and part-time employees working 50% or more for the period October 1, 2010, to September 30, 2011, for ISU, UNI, ISD and IBSSS, using federal guidelines prescribed by the Office of Federal Contract Compliance Programs. SUI captured data for the report for the period November 1, 2010, through October 31, 2011.

It is important to note other reports may use different data sources, time periods, and definitions; thus, prudence should be used when comparing data in this report to data in other workforce-related reports. As an example, this report includes deans, directors, and departmental executive officers who hold faculty rank in the POA group for Executive, Administrative, and Managerial Staff. Other reports may include these individuals in the faculty category.

In the last ten years, overall progress has been shown in the following areas:

Executive/Administrative/Managerial		
	<u>2001</u>	<u>2011</u>
Females	31.3%	39.4%
Minorities	6.9%	7.0%
Faculty tenure track		
Females	28.7%	32.9%
Minorities	13.3%	19.4%

Professional and Scientific		
Females	61.3%	66.6%
Minorities	7.5%	8.5%

Employment of females in the Faculty non-tenure track POA increased from 51.3% in 2001 to 54.4% in 2011. Employment of females in the Technical/Paraprofessional POA increased from 61% in 2001 to 70.6% in 2011.

Employment in two POAs reflected decreases in females:

	<u>2001</u>	<u>2011</u>
Skilled Crafts	7.5%	5.6%
Service/Maintenance	53.9%	51.9%

Peer group comparisons have limited meaning in the affirmative action area in most employment categories. The affirmative action efforts put forth by the Iowa Regent universities are geared toward meeting or exceeding goals set for occupational categories based upon the availability for each job group within specific geographic areas. Availability in recruitment pools is a major factor in affirmative action. Most of the job applicants for positions at the universities come from Iowa where there is a limited pool of minorities.

The recruitment for faculty is on a national or even international basis. The Board has asked in the past how institutions in the peer groups compare to the Regent universities. Comparison data on the percentages of women and minorities in the faculty ranks at peer institutions is provided below. This data originates from the Integrated Post Secondary Data System (IPEDS) and reflects only full-time faculty for Fall 2010; whereas, the data provided in Attachment A reflects faculty with 50% and greater appointments in Fall 2011. Workforce data as portrayed in Attachment A is not available for peer institutions.

Full-Time Tenured and Tenure Track  
Fall 2010

	PERCENT FEMALE	PERCENT MINORITY
<b>University of Iowa</b>	<b>30.8</b>	<b>17.2</b>
Peer Group Average	31.2	18.7
<b>Iowa State University</b>	<b>28.3</b>	<b>19.5</b>
Peer Group Average	29.9	19.2
<b>University of Northern Iowa</b>	<b>41.2</b>	<b>14.2</b>
Peer Group Average	42.9	18.1

The following are highlights from the reports submitted by the universities:

**University of Iowa**

From November 1, 2010, to November 1, 2011, The University of Iowa workforce increased by 577 individuals (3.8%), from 15,052 in 2010 to 15,629 in 2011.

- The faculty and staff increased by 430 women (4.5%).
- Racial/ethnic minority representation increased by 118 individuals (8.5%).
- There was a decrease of 5 tenured/tenure track faculty (0.3%).
- The number of female faculty members on the tenure track increased by 15 (3.2%), increasing representation from 32.0% to 33.1%.

- Minority representation on the tenure track faculty increased by 5 (1.8%) to the highest level to date at 19.0%.
- During the data year, the classification system for non-organized Professional and Scientific Staff positions was redesigned; existing positions were re-evaluated based on more current criteria of the way work is performed today and on market conditions, and new classifications were developed based on descriptions of key areas of responsibility. The new classifications were placed in new job groups. As a consequence, since 2010, some individuals who were in the Executive, Administrative, and Managerial Staff POA are now placed in different job groups within that POA, and some individuals have moved from the Executive, Administrative, and Managerial Staff POA to the Professional and Scientific Staff POA or vice versa.
- Female representation among executive, administrative, and managerial staff increased by 8 (6.2%), from 36.0% in 2010 to 38.9% in 2011.
- The number of racial/ethnic minorities among executive, administrative, and managerial staff decreased by 11 (39.3%), decreasing representation from 7.8% in 2010 to 4.8% in 2011.
- Minority representation among professional and scientific staff increased by 58 individuals (10.8%), increasing representation from 7.1% to 7.4%.
- During the 2010-11 data year, the University hired or promoted 1,553 women and 310 racial/ethnic minorities. Despite this level of hiring, varied degrees of underrepresentation of women and minorities remain in individual job groups within the majority of the Primary Occupational Activity (POA) groups. With all job groups aggregated, the University is currently underrepresented by 281 women (1.8%) and by 152 minorities (1.0%).<sup>1</sup>
- There was a net increase of 4 individuals (4.3%) who self-reported having disabilities.
- The number of disabled veterans did not change.

### **Iowa State University**

Iowa State University continues to explore avenues to increase diversity within the community and across campus and continues to take an active role in recruiting for diversity within the community.

Iowa State University has continued holding sessions for faculty, staff, and graduate students regarding the Discrimination and Harassment policy. The participants learn what discrimination and harassment may look like, how to prevent, and what the reporting procedures are. Having a solid policy and educating people on that policy will help in the event discrimination does occur.

Representatives of ISU serve on the national board of directors for the Office of Women in Higher Education, and a division of the American Council on Education; participate as members of the National Association of Diversity Officers, and a variety of other groups committed to advancing women and people of color in higher education.

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<sup>1</sup> Underrepresentation is defined as having fewer women or minorities in a particular job group or department than would reasonably be expected by their availability

The efforts made by Iowa State University can be measured by the proportion of underrepresented faculty and staff as compared to the proportion of the state of Iowa's underrepresented population. The following table provides this overall proportion:

<b>Underrepresented Group</b>	<b>Percentage of underrepresented faculty and staff at ISU</b>	<b>Percentage of underrepresented population in the State of Iowa*</b>
Women	<b>50.2</b>	<b>50.5</b>
Minorities	<b>12.1</b>	<b>10.1</b>

(information provided by the 2010 United States Census Bureau)

Iowa State University experienced an increase in total workforce from 2010, attributing to actual number increases in most of the groups for female and minority employees.

Several groups within the total workforce at Iowa State University saw an increase in the actual number of female employees and an increase in percentage from 2010. Executive/Administrative/Managerial female employees saw an increase of 6 employees and an increase of 1.3% from 2010. Non-Tenure Track Faculty saw an increase of 79 female employees and an increase of 0.8% from 2010. The Professional and Scientific group saw an increase of 73 female employees and an increase of 0.2% from 2010. The Service/Maintenance group also saw an increase of 20 female employees and an increase of 0.4% from 2010.

There was an increase of 8 female employees and an unchanged percentage from 2010 in the Faculty Tenured/Tenure Track group. The actual number of female employees in the Skilled Crafts group remained unchanged with a less than 0.1% decrease from 2010. In Technical/Paraprofessional there was a decrease of 5 female employees and a 2.2% increase from 2010, and in Secretarial/Clerical there was a decrease in 30 female employees and a 0.6% decrease from 2010.

Several groups within the total workforce also saw an increase in the actual number of minority employees and an increase in percentage from 2010. Executive/Administrative/Managerial minority employees saw an increase of 3 employees and an increase of 0.7% from 2010. Tenured/Tenure Track Faculty saw an increase of 13 minority employees and an increase of 0.7% from 2010; Non-Tenure Track Faculty had an increase of 26 minority employees and a 1.6% increase from 2010. There was an increase of 22 minority employees and a 0.3% increase from 2010 for the Professional and Scientific group, and also an increase of 12 minority employees and a 1.6% increase from 2010 in the Service/Maintenance group.

The actual number of minority employees in the Technical/Paraprofessional group remained unchanged and there was an increase of 0.4% from 2010. The actual number of minority employees in Skilled Crafts also remained unchanged and saw a decrease of less than 0.1% from 2010. The Secretarial/Clerical group decreased by 2 minority employees and saw a decrease of 0.1% from 2010. ISU experienced a net increase of 20 female employees and an unchanged net percentage from 2010 and saw a net increase of 75 minority employees and a net increase by 0.7% from 2010.

**University of Northern Iowa**

As of October 1, 2011, the UNI workforce totals 1866 non-temporary employees. This includes 1029 (55.1%) female employees and 193 (10.3%) minority employees. The percentages represent steady employment of female and minority persons from 2010. One year ago, UNI employed 1827, including 1005 (55%) female employees and 184 (10.1%) minority employees.

Five- and ten-year comparisons for the overall workforce show progress in female and minority representation. Over the ten-year history, total employment numbers varied dramatically in

response to budget fluctuations. The total number of non-temporary employees working at UNI is down 165 from 10 years ago, yet the percentage of female and minority employees has made slow but steady gains over the same period.

Females were employed at a rate of 53.9% ten years ago. Although there are 165 less employees overall, the number of females employed over the last ten years has seen a decrease of only 66 employees. Females are currently employed at a rate of 55.1% of total employment.

A similar trend is seen with regard to minority employment. The number of non-temporary minority employees has decreased by only two employees over the ten year period, with the percentage increasing from just under 10% to just over 10% this year.

The tenured and tenure track employee group employs a total of 505 employees. This represents an decrease of 42 employees from last year. The five- and ten-year comparisons reflect overall gains in the proportion of both females and minorities in the tenured and tenure track faculty group. While the overall number of employees in that job group has actually decreased by 50 employees over the past ten years, female and minority representation has increased.

#### **REGENTS MINORITY AND WOMEN EDUCATORS ENHANCEMENT PROGRAM**

Iowa Code §262.81 requires the Board of Regents to establish a program to recruit women and minority educators to faculty positions at the Regent universities and to file an annual report of these activities. The complete reports may be found on the Board's website as an attachment to this agenda item. Highlights of the reports submitted by the universities are shown below:

##### **University of Iowa**

*Renewing The Iowa Promise*, the University of Iowa's strategic plan for 2010-2016, recognizes the link between educational excellence and diversity, integrating a commitment to diversity as one of its seven interdependent core values of excellence, learning, community, diversity, integrity, respect, and responsibility. To achieve educational excellence, it is important to recruit to the University faculty, staff, and students from underrepresented communities and to foster a climate that enables all to succeed.

Some of the initiatives employed by the university are summarized below.

**Faculty Diversity Opportunity Program (FDOP)** -- The Faculty Diversity Opportunity Program (FDOP) is an important tool for reaching the University's diversity goals and thereby enhancing its the excellence. The program is administered by the Chief Diversity Officer and Associate Vice President (CDO), who works with collegiate deans to identify potential faculty hires who would add to the diversity of the UI faculty. Mentoring and retention follow-up plans remain critical components of FDOP funding requests. The CDO, working in close collaboration with the Associate Provost for Faculty, collegiate deans and others, coordinates a central effort to recruit and retain minority faculty.

For FY 2011, the Office of the Provost budgeted FDOP funds totaling \$1,734,177 for partial salaries and other resources supporting 53 faculty members. These positions are in the University Library, the Graduate College, and the Colleges of Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, and Public Health.

Since 1999, FDOP has been used to support 142 diversity hires to the UI campus. When appropriate, FDOP funding has been successfully used to support the research of post-doctoral fellows as a means of increasing the pipeline to the professorate.

**Recruitment Ambassadors Program** -- The Recruitment Ambassadors Program, jointly sponsored by the Office of Central Human Resources and the Office of Equal Opportunity and Diversity, supports the University's strategic goals for increasing the diversity of the faculty and staff. Recruitment Ambassadors are current or former faculty and staff members who volunteer to help recruit diverse prospective employees by providing "insider" information about the University of Iowa campus and Iowa City/Coralville community.

**Collegiate Diversity Group** -- The Executive Vice President and Provost, through the Chief Diversity Officer and Associate Vice President, has organized the colleges, through the deans, to address diversity issues, including recruitment and retention of underrepresented minorities and women faculty. The purpose of the Collegiate Diversity Group is to share information, assess the status of and concerns arising from the colleges' diversity efforts, identify and develop resources for collegiate diversity, and bring to the attention of the deans those issues in need of policy development or resolution across colleges.

**Women and Minority Faculty Development** -- The Office of the Provost, through the Associate Provost for Faculty, sponsors faculty development programs for junior faculty members. These programs include a two-day new faculty orientation, a seminar on promotion and tenure, workshops and resources on effective writing habits and time management, and a faculty-led weekly writing group called UI Write-on-Site. The Write-on-Site group was initiated by a junior minority faculty member and approximately 90% of participants are women and/or faculty of color. Additionally, in response to requests by junior faculty members, the Office of the Provost piloted a summer online writing program in summer 2010; evaluations for this program show that the faculty members found the program worthwhile as a boost for their summer writing productivity.

Individual colleges also develop initiatives for the retention of women and minority faculty members at the collegiate level. For example, the Carver College of Medicine administers the Women in Medicine and Science Program, which offers academic and social programming to its faculty. The college also hosts the annual Women in the Health Sciences conference each spring semester.

Additional informal events are offered to enhance networking among new faculty members and to introduce them to UI administration, including the President and Provost New Faculty Welcome Reception and Dinner, New Faculty of Color Reception, Breakfast with the Provost, and New Faculty End of Semester Reception.

New minority faculty members are also encouraged to become part of the University community through associations with other faculty across the University, with campus social life, and with student activities and organizations. The Chief Diversity Office provides support for several faculty and staff affinity groups, including the African American Council, the Council on Disability Awareness, the Council on the Status of Women, the Latino Council, the Native American Council, and the Lesbian, Gay, Bisexual, Transgender Staff and Faculty Association.

**Diversity Scholars, Visitors, and Faculty Exchanges** -- The Executive Vice President and Provost, through the Chief Diversity Officer and Associate Vice President, provides financial support for efforts to bring underrepresented minority persons as visiting faculty and speakers to campus. Visiting faculty present seminars and lectures and participate in collaborative scholarly work and research with University faculty. The Provost also provides assistance to UI minority faculty members to enable them to pursue their scholarship and faculty responsibilities through collaborations with other institutions and individuals.

**Workshops/Programs on Diversity** -- The University, through the Chief Diversity Officer and Associate Vice President, regularly supports events that enhance dialog and sensitivity about diversity issues. The Office of Equal Opportunity and Diversity, University Human Resources, the

Council on the Status of Women, and the UI Diversity Charter Committee partner with other units to conduct university, collegiate and departmental faculty and staff workshops and other programming designed to enhance the University's recruitment and retention of underrepresented minority and women faculty.

**Celebration of Excellence and Achievement Among Women** -- The Office of the Provost and the Chief Diversity Office, among other campus units, sponsor the Council on the Status of Women's annual tribute to the accomplishments of all women at The University of Iowa, which began in 1982 when the university community gathered to award the Jane A. Weiss Memorial Scholarship. The event has expanded in scope, recognizing outstanding scholarship, research, service, leadership, and activism among undergraduate and graduate/professional students, staff, and faculty women at The University of Iowa. The celebration now also includes the awarding of the Distinguished Achievement Award, the Jean Y. Jew Women's Rights Award, the Adele Kimm Scholarship, the Ada Johnson/Otilia Maria Fernandez Women's Studies Scholarship, the Margaret P. Benson Memorial Scholarship, and the Wynonna G. Hubbard Scholarship.

**Diversity Catalyst Awards** -- The Diversity Catalyst Award annually recognizes faculty, staff, students, and units for distinctive and innovative diversity contributions at the University. Supported by campus-wide contributions and participation, the Diversity Catalyst Award Seed Grants are targeted towards creative projects that will have an immediate impact on reaching the diversity goals of the University's strategic plan. Projects that advance cross-cultural understanding, strengthen positive inter-group relations, and promote a welcoming learning, living and working environment are given preference by the selection committee.

**Gender Equity** -- In 2005, the Provost appointed a Gender Equity Task Force, which had as its charge to "take a broad look at the status of women faculty at The University of Iowa and recommend changes and programs to increase the number of women faculty and improve their quality of life." In response to the task force report, several of its recommendations related to faculty gender diversity have been implemented, including an enhanced parental leave policy and the development of the Dual Academic Career initiative, which helps fund spouse and partner appointments at the University. In addition, the Office of the Provost is in the final phases of conducting a gender equity salary study, which will be completed in 2011 and conducted every two years moving forward.

**Dual Career Network** -- In February of 1994, The University of Iowa established the Dual Career Network, a program designed to assist the spouses or partners of University faculty recruits or, under certain circumstances, the spouses or partners of current UI faculty, in locating employment opportunities. The services provided include: professional job search and career guidance for up to one year, resume writing assistance, advice on interviewing techniques, up-to-date resource information about local businesses, assistance with writing cover letters, access to job openings with local employers, letters of support written for University of Iowa employers, career counseling and guidance, guidance to appropriate resources for career exploration and planning, introduction to local groups to assist in networking attempts, current information about local hiring market and demographics, and social gatherings to meet other new people. The services of the Dual Career Network have been successfully used to recruit and retain diverse faculty hires.

**Women in Science and Engineering (WISE)** -- The mission of the Women in Science and Engineering (WISE) Program is to expand and improve the educational and professional opportunities for women in all fields of science and technology by facilitating institutional and social change. The goals of WISE are to increase the participation, professional development, and advancement of women as students, faculty, and professional staff; monitor and promote a supportive environment for women to study and work; integrate the ideas, strengths, and approaches of women into research, teaching, and service; and inform the public of educational and career opportunities for women in scientific and technical fields.

**Diversity Focus** -- In 2005, The University of Iowa became a charter member of Diversity Focus, a community and business organization with the mission to increase diversity along the Cedar Rapids-Iowa City corridor by integrating and coordinating existing efforts as well as identifying or creating other activities and programs.

### **Iowa State University**

Iowa State University supports several key programs to cultivate the hiring, retention, mentoring, satisfaction, advancement, promotion and leadership of minority and women educators. Each of these programs is briefly described below.

The Office of the Executive Vice President and Provost launched a new leadership development program, the Emerging Leaders Academy, in January 2009. Two cohorts of faculty and professional and scientific employees have participated thus far. The next cohort will begin in January 2012. The goal of the program is to develop depth of leadership skills among faculty and staff, as well as to diversify the potential pool of leadership candidates at ISU. To date, applications have been received from twenty women and twenty-two men. Women and minorities are especially encouraged to apply.

ISU is presently in a final no-cost extension year of an "institutional transformation" grant, ADVANCE, from the National Science Foundation. The \$3.3 million program has the goal of improving recruitment, retention and leadership of women faculty in the science, technology, engineering and mathematics (STEM) fields; there have been over 30 partner faculty, students, administrators, and staff participating in institutional efforts across campus. During academic year 2010-2011, the "collaborative transformation" efforts involved a total of nine science and engineering departments assessing their department climate in order to improve the work environment. The program also provided a series of programming events, including a lecture series (with experts from around the country); an external mentoring program for female faculty of color in STEM; and training for faculty search committees to enable them to broaden and diversify their applicant pools. Furthermore, five ISU academic colleges have appointed an Equity Advisor. The Equity Advisor plays a central role in implementing the goals of ADVANCE and is the primary leader of efforts at the college level to transform STEM fields for women faculty and faculty of color. The Equity Advisor provides consultation at the college and departmental levels on issues including hiring, mentoring, professional development, and climate.

Iowa State University continues to make progress in creating a more flexible work environment for its faculty and staff. The Office of the Executive Vice President and Provost sponsors a Work/Life website which combines existing policies and resources so that the information can be accessed more efficiently and utilized more effectively. A Work/Life Advisory Council was also created and has been meeting for two years. This council is charged with reviewing current university policies, benchmarking best practices and identifying gaps.

The COACHE Survey of Tenure-Track Faculty Satisfaction was administered for a second time in 2009-2010. The survey is administered every four years to junior faculty. This second administration of COACHE will allow ISU to track institutional progress on junior faculty satisfaction since the last COACHE Survey (2005-2006). Analysis of the survey results received in summer 2010 indicates that Iowa State has made progress in clarifying the tenure process, creating policies to support work/life balance, and creating mentoring opportunities for junior faculty. The COACHE survey has helped the university identify issues on which there are significant differences by gender or minority status.

Grants from the Women's Enrichment Fund support initiatives to enrich the experiences of women faculty, staff and students at ISU. In 2011-2012, \$20,363 in funding will be awarded to enhance gender equity and to support women's initiatives. Past projects include the "Women Impacting ISU Calendar" which has been a powerful and visible reminder of women's leadership roles on campus. Funding was also given for female recruitment and retention in STEM disciplines.

The Diversity Grants program was developed to support diversity in the mission areas of education, research, and outreach in order to positively impact and advance faculty, staff, and student minorities and under-represented groups at Iowa State University. The overarching goals are to accelerate institutional change and contribute to scholarly activity in education and research related to diversity. For 2011-2012, \$30,000 in diversity grants was awarded. Past funding supported collaborations with minority students in Ag multicultural programs, a leadership program for women of color, and development of web resources for international faculty, staff, and students.

The university-wide diversity committee was restructured to include college diversity committee chairs and to provide leadership of campus-wide diversity goals. The committee continues to work to increase coordination and collaboration across diversity efforts. The University Committee on Diversity is charged with three tasks: (1) to provide an annual report on diversity that is shared with the university president and the university community, (2) to assess progress made on the Implementation Plan for Community, Equity, and Diversity (2006-2011), and (3) to provide leadership on institutional diversity goals. In order to increase communication and collaboration regarding diversity, the committee launched a new Diversity @ ISU website.

The Office of the Executive Vice President and Provost continues to financially support the recruitment and retention of excellent faculty by specifically funding requests from colleges and departments for dual-career partner support and to support hires that diversify the faculty. In 2011, \$731,915 in funding was provided to support dual career hires and \$177,616 was provided for new faculty diversity hires. (These amounts do not include those funds provided for base salary increases for the retention of faculty due to market pressure or competitive job offers.)

Mentoring of faculty continues to be an important way for ISU to ensure that a diverse faculty succeeds at ISU. In addition to a one-on-one mentoring program that involves all first year faculty, the Provost supports college-level peer mentoring programs. A peer-mentoring program ensures that each college has appointed a senior faculty member to serve as a peer mentoring coordinator for the first-year faculty in the college.

The Women's Leadership Consortium continues to bring together leaders of various women's programs on campus, develops strategies for increasing the visibility of issues facing women, and studies the impact of women's initiatives and programs, on campus. Each year, the Women's Leadership Consortium publishes a Women Impacting ISU Calendar, to spotlight women in leadership, who serve as resources within the community.

The Associate Provost for Academic Personnel and Chief Diversity Officer works with the Iowa Network for Women in Higher Education (WHE) to encourage more women to consider leadership in higher education. With Iowa WHE, she organized in April 2011 a successful Leadership Summit on the UNI campus that brought together women leaders from across the state's universities and colleges.

The Margaret Sloss Women's Center provides academic programming and serves as a social support system for all women, on campus. Though many programs are directed specifically for students, the emphasis on safety, healthy relationships, and topics related to the role of women in society, uplift and benefit all. The Women's Center provides support and information through active advocacy, educational outreach, appropriate referral services and provides a safe space to discuss women's issues

**University of Northern Iowa**

This past year, the allocation for the Minority and Women Educators Enhancement Program has been used in the following ways:

To supplement a minority faculty line in the Department of Political Science. The faculty member teaches two sections of non-western cultures: Africa and an upper level political science class in the area of international relations or comparative politics. In addition, he typically teaches an overload section of the non-western cultures: Africa course, either at UNICUE or on-line. His research focuses on the political economy of the African state, and in particular the political economy of military rule in Africa. He also serves as a senior analyst for the State Department and Department of Defense's Trans-Saharan Security Symposium.

To provide funding for an African-American ABD doctoral candidate from the University of Iowa in Counselor Education and Supervision for the FY 2011 academic year. The faculty member taught 2 graduate courses in the CAPREP accredited Counseling program and also supervised graduate students in their clinical experience. Due to personal circumstances, she was not able to complete her one year assignment. Therefore, the balance of funds will be used for minority scholarships in the Psychology program during the FY 2012 year.

The University of Northern Iowa continues to encourage search committees to have a diverse pool of applicants and to seriously consider hiring qualified candidates.

**AFFIRMATIVE ACTION COST REPORT**

Iowa Code §19B.5 requires that the Board and its institutions submit an annual report on affirmative action, diversity, and multicultural accomplishments to the Iowa General Assembly by January 31. The report is to include information identifying funding sources and itemized costs, including administrative costs, for these programs. The income and expenditures are detailed in Attachment B. The total expenditures for FY 2010 and FY 2011 are shown below:

	<b>FY 2010</b>	<b>FY 2011</b>	<b>Percent Change</b>
SUI	\$828,978	\$782,066	-5.7%
ISU	\$334,544	\$243,306	-27.3%*
UNI	\$310,199	\$333,277	7.4%

\*The large decrease is due to an unfilled vacancy in the department

The Iowa School for the Deaf and Iowa Braille and Sight Saving School do not have offices dedicated solely to affirmative action activities; therefore, cost reports are not required.

UNIVERSITY OF IOWA

POAGROUP	September 30, 2001					September 30, 2006					September 30, 2011				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	286	91	31.8%	17	5.9%	350	120	34.3%	28	8.0%	352	137	38.9%	17	4.8%
Faculty: Tenure Track	1,543	421	27.3%	195	12.6%	1,495	434	29.0%	247	16.5%	1,450	480	33.1%	276	19.0%
Faculty: Non-Tenure Track	512	226	44.1%	99	19.3%	591	267	45.2%	72	12.2%	852	411	48.2%	154	18.1%
Professional and Scientific	5,856	3,979	67.9%	351	6.0%	6,820	4,775	70.0%	449	6.6%	8,057	5,763	71.5%	595	7.4%
Secretarial/Clerical	2,776	2,357	84.9%	102	3.7%	2,606	2,222	85.3%	100	3.8%	2,108	1,785	84.7%	95	4.5%
Technical/Paraprofessional	509	311	61.1%	22	4.3%	451	288	63.9%	27	6.0%	617	452	73.3%	46	7.5%
Skilled Crafts	421	41	9.7%	21	5.0%	404	35	8.7%	22	5.4%	364	23	6.3%	20	5.5%
Service/Maintenance	1,713	894	52.2%	225	13.1%	1,819	992	54.5%	244	13.4%	1,829	960	52.5%	306	16.7%
<b>TOTALS</b>	<b>13,616</b>	<b>8,320</b>	<b>61.1%</b>	<b>1,032</b>	<b>7.6%</b>	<b>14,536</b>	<b>9,133</b>	<b>62.8%</b>	<b>1,189</b>	<b>8.2%</b>	<b>15,629</b>	<b>10,011</b>	<b>64.1%</b>	<b>1,509</b>	<b>9.7%</b>

IOWA STATE UNIVERSITY

POAGROUP	September 30, 2001					September 30, 2006					September 30, 2011				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	267	84	31.5%	22	8.2%	309	108	35.0%	26	8.4%	373	149	39.9%	33	8.8%
Faculty: Tenure Track	1,252	321	25.6%	183	14.6%	1,205	351	29.1%	234	19.4%	1,226	362	29.5%	263	21.5%
Faculty: Non-Tenure Track	265	130	49.1%	27	10.2%	341	177	51.9%	46	13.5%	567	322	56.8%	81	14.3%
Professional and Scientific	2,022	897	44.4%	238	11.8%	1,953	923	47.3%	198	10.1%	2,061	1,030	50.0%	265	12.9%
Secretarial/Clerical	1,253	1,134	90.5%	40	3.2%	1,112	1,006	90.5%	36	3.2%	916	825	90.1%	30	3.3%
Technical/Paraprofessional	164	86	52.4%	4	2.4%	157	92	58.6%	5	3.2%	132	84	63.6%	6	4.5%
Skilled Crafts	310	16	5.2%	7	2.3%	285	11	3.9%	4	1.4%	267	12	4.5%	3	1.1%
Service/Maintenance	570	332	58.2%	43	7.5%	554	293	52.9%	40	7.2%	555	277	49.9%	55	9.9%
<b>TOTALS</b>	<b>6,103</b>	<b>3,000</b>	<b>49.2%</b>	<b>564</b>	<b>9.2%</b>	<b>5,916</b>	<b>2,961</b>	<b>50.1%</b>	<b>589</b>	<b>10.0%</b>	<b>6,097</b>	<b>3,061</b>	<b>50.2%</b>	<b>736</b>	<b>12.1%</b>

UNIVERSITY OF NORTHERN IOWA

POAGROUP	September 30, 2001					September 30, 2006					September 30, 2011				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	101	29	28.7%	7	6.9%	94	33	35.1%	5	5.3%	95	38	40.0%	8	8.4%
Faculty: Tenure Track	555	218	39.3%	69	12.4%	550	223	40.5%	69	12.5%	505	203	40.2%	78	15.4%
Faculty: Non-Tenure Track	172	110	64.0%	15	8.7%	38	29	76.3%	2	5.3%	103	68	66.0%	2	1.9%
Professional and Scientific	511	260	50.9%	39	7.6%	528	281	53.2%	40	7.6%	584	332	56.8%	54	9.2%
Secretarial/Clerical	328	318	97.0%	15	4.6%	281	270	96.1%	13	4.6%	262	255	97.3%	14	5.3%
Technical/Paraprofessional	28	13	46.4%	6	21.4%	31	9	29.0%	5	16.1%	22	5	22.7%	4	18.2%
Skilled Crafts	85	5	5.9%	5	5.9%	67	5	7.5%	2	3.0%	56	4	7.1%	2	3.6%
Service/Maintenance	251	142	56.6%	39	15.5%	239	134	56.1%	34	14.2%	239	124	51.9%	31	13.0%
<b>TOTALS</b>	<b>2,031</b>	<b>1,095</b>	<b>53.9%</b>	<b>195</b>	<b>9.6%</b>	<b>1,828</b>	<b>984</b>	<b>53.8%</b>	<b>170</b>	<b>9.3%</b>	<b>1,866</b>	<b>1,029</b>	<b>55.1%</b>	<b>193</b>	<b>10.3%</b>

IOWA SCHOOL FOR THE DEAF

POAGROUP	September 30, 2001					September 30, 2006					September 30, 2011				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	5	1	20.0%		0.0%	4	1	25.0%	-	0.0%	4	1	25.0%	-	0.0%
Faculty: Tenure Track															
Faculty: Non-Tenure Track	55	43	78.2%	-	0.0%	44	38	86.4%	-	0.0%	37	35	94.6%	-	0.0%
Professional and Scientific	34	28	82.4%	2	5.9%	35	27	77.1%	-	0.0%	32	23	71.9%	1	3.1%
Secretarial/Clerical	4	4	100.0%	1	25.0%	5	5	100.0%	1	20.0%	4	4	100.0%	1	25.0%
Technical/Paraprofessional	26	23	88.5%	2	7.7%	24	21	87.5%	2	8.3%	23	20	87.0%	1	4.3%
Skilled Crafts	6	-	0.0%	-	0.0%	6			-	0.0%	6	-	0.0%	-	0.0%
Service/Maintenance	19	7	36.8%	4	21.1%	20	9	45.0%	4	20.0%	19	9	47.4%	3	15.8%
<b>TOTALS</b>	<b>149</b>	<b>106</b>	<b>71.1%</b>	<b>9</b>	<b>6.0%</b>	<b>138</b>	<b>101</b>	<b>73.2%</b>	<b>7</b>	<b>5.1%</b>	<b>125</b>	<b>92</b>	<b>73.6%</b>	<b>6</b>	<b>4.8%</b>

IOWA BRAILLE AND SIGHT SAVING SCHOOL

POAGROUP	September 30, 2001					September 30, 2006					September 30, 2011				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	5	3	60.0%	-	0.0%	5	4	80.0%	-	0.0%	5	2	40.0%	-	0.0%
Faculty: Tenure Track															
Faculty: Non-Tenure Track	32	22	68.8%	-	0.0%	34	22	64.7%	-	0.0%	48	38	79.2%	-	0.0%
Professional and Scientific	8	6	75.0%	-	0.0%	7	6	85.7%	-	0.0%	3	3	100.0%	-	0.0%
Secretarial/Clerical	7	7	100.0%	-	0.0%	6	6	100.0%	-	0.0%	5	5	100.0%	-	0.0%
Technical/Paraprofessional	30	29	96.7%	-	0.0%	25	23	92.0%	-	0.0%	1	-	0.0%	-	0.0%
Skilled Crafts	-	-	0.0%	-	0.0%	-	-	0.0%	-	0.0%	-	-	0.0%	-	0.0%
Service/Maintenance	13	7	53.8%	-	0.0%	18	8	44.4%	1	5.6%	9	5	55.6%	-	0.0%
<b>TOTALS</b>	<b>95</b>	<b>74</b>	<b>77.9%</b>	<b>-</b>	<b>0.0%</b>	<b>95</b>	<b>69</b>	<b>72.6%</b>	<b>1</b>	<b>1.1%</b>	<b>71</b>	<b>53</b>	<b>74.6%</b>	<b>-</b>	<b>0.0%</b>

TOTAL -- REGENT INSTITUTIONS

POAGROUP	September 30, 2001					September 30, 2006					September 30, 2011				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	664	208	31.3%	46	6.9%	762	266	34.9%	59	7.7%	829	327	39.4%	58	7.0%
Faculty: Tenure Track	3,350	960	28.7%	447	13.3%	3,250	1,008	31.0%	550	16.9%	3,181	1,045	32.9%	617	19.4%
Faculty: Non-Tenure Track	1,036	531	51.3%	141	13.6%	1,048	533	50.9%	120	11.5%	1,607	874	54.4%	237	14.7%
Professional and Scientific	8,431	5,170	61.3%	630	7.5%	9,343	6,012	64.3%	687	7.4%	10,737	7,151	66.6%	915	8.5%
Secretarial/Clerical	4,368	3,820	87.5%	158	3.6%	4,010	3,509	87.5%	150	3.7%	3,295	2,874	87.2%	140	4.2%
Technical/Paraprofessional	757	462	61.0%	34	4.5%	688	433	62.9%	39	5.7%	795	561	70.6%	57	7.2%
Skilled Crafts	822	62	7.5%	33	4.0%	762	51	6.7%	28	3.7%	693	39	5.6%	25	3.6%
Service/Maintenance	2,566	1,382	53.9%	311	12.1%	2,650	1,436	54.2%	323	12.2%	2,651	1,375	51.9%	395	14.9%
<b>TOTALS</b>	<b>21,994</b>	<b>12,595</b>	<b>57.3%</b>	<b>1,800</b>	<b>8.2%</b>	<b>22,513</b>	<b>13,248</b>	<b>58.8%</b>	<b>1,956</b>	<b>8.7%</b>	<b>23,788</b>	<b>14,246</b>	<b>59.9%</b>	<b>2,444</b>	<b>10.3%</b>

**AFFIRMATIVE ACTION REVENUES AND EXPENDITURES  
FY 2011**

Department Name: Board of Regents  
 Person Completing Report: Marcia Brunson  
 E-mail Address: [mbruns@iastate.edu](mailto:mbruns@iastate.edu)

	SUI Office of Equal Opportunity and Diversity	ISU Office of Equal Opportunity and Diversity	UNI Office of Compliance and Equity Management	Total
<b>REVENUES</b>				
<b>STATE APPROPRIATIONS</b>				
General Fund	782,066	243,306	333,277	1,358,649
Other				
<b>OTHER REVENUES</b>				
Federal Support				-
Interest				-
Tuition and Fees				-
Reimb. Indirect Costs				-
Sales and Services				-
Other Income				-
<b>TOTAL REVENUES</b>	782,066	243,306	333,277	1,358,649
<b>EXPENDITURES</b>				
Fac. & Inst. Off. Salaries	222,738	217,288	219,835	659,861
Prof. & Sci. Staff Salaries	443,659		49,786	49,786
General Service Staff Salaries	45,930		9,479	709,647
Hourly Wages	3,574			
Labor in Transfers				
Vacancy Factor				
Subtotal - Salaries	715,901	217,288	279,100	1,212,289
Prof. And Scientific Supplies	66,165	26,018	54,177	146,360
Library Acquisitions				
Rentals				
Utilities				
Building Repairs				
Auditor of State Reimb.				
Aid to Individuals				
Subtotal	66,165	26,018	54,177	146,360
<b>Total</b>	782,066	243,306	333,277	1,358,649



**REPORT TO THE BOARD OF REGENTS  
STATE OF IOWA**

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**Annual Equal Employment Opportunity and  
Affirmative Action Workforce Report  
November 2011**

Submitted by

Georgina Dodge, PhD  
Chief Diversity Officer,  
Associate Vice President and  
Title IX Coordinator

Chief Diversity Office  
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(319) 335-3565



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# Annual Equal Employment Opportunity and Affirmative Action Workforce Report November 2011

## I. INTRODUCTION

The purpose of The University of Iowa's Affirmative Action Program is to reaffirm and ensure that the principle of equality of opportunity for all persons is applied to the recruitment, appointment, and promotion of persons in all employment classifications.

The 2011 *Annual Equal Employment Opportunity and Affirmative Action Workforce Report* presents highlights of employment activity at the University. The statistical information in this report is prepared from workforce data compiled according to Board of Regents guidelines, i.e., it includes all regular full-time and part-time employees working 50 percent time or more on the annual snapshot date.<sup>1</sup> Changes and activities are reported for Primary Occupational Activity groups (a grouping of several job classifications similar in content, salary, and opportunity), tenured/tenure track faculty, clinical track faculty, research track faculty, women, racial/ethnic minorities, individuals who have disabilities, and veterans.

This report also uses federal guidelines prescribed by the Office of Federal Contracts Compliance Programs. It is important to note that other University reports may use different data sources and definitions; thus, prudence should be used when comparing the data in this report to data in other workforce-related reports, such as the Integrated Postsecondary Educational Data System (IPEDS) Fall Staff Survey and reports produced by other University offices.<sup>2</sup>

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<sup>1</sup> In 2010, the annual snapshot date changed to November 1; in prior years, the snapshot date was October 1.

<sup>2</sup> As an example, this report includes deans, directors and departmental executive officers who hold faculty rank in the POA group for Executive, Administrative, and Managerial Staff, whereas in some workforce-related reports produced by the Office of the Provost these individuals may be included among the faculty.

## II. OVERVIEW: HIGHLIGHTS OF EMPLOYMENT ACTIVITY

- **One-Year Comparison of Workforce Categories.** From November 1, 2010 to November 1, 2011, The University of Iowa workforce increased by 577 individuals (3.8%), from 15,052 in 2010 to 15,629 in 2011.
  - The faculty and staff increased by 430 women (4.5%).
  - Racial/ethnic minority representation increased by 118 individuals (8.5%).
  - There was a decrease of 5 tenured/tenure track faculty (0.3%).
  - The number of female faculty members on the tenure track increased by 15 (3.2%), increasing representation from 32.0% to 33.1%.
  - Minority representation on the tenure track faculty increased by 5 (1.8%) to the highest level to date at 19.0%.
  - During the data year, the classification system for non-organized Professional and Scientific Staff positions was redesigned; existing positions were re-evaluated based on more current criteria of the way work is performed today and on market conditions, and new classifications were developed based on descriptions of key areas of responsibility. The new classifications were placed in new job groups. As a consequence, since 2010, some individuals who were in the Executive, Administrative, and Managerial Staff POA are now placed in different job groups within that POA, and some individuals have moved from the Executive, Administrative, and Managerial Staff POA to the Professional and Scientific Staff POA or vice versa.
  - Female representation among executive, administrative, and managerial staff increased by 8 (6.2%), from 36.0% in 2010 to 38.9% in 2011.
  - The number of racial/ethnic minorities among executive, administrative, and managerial staff decreased by 11 (39.3%), decreasing representation from 7.8% in 2010 to 4.8% in 2011.
  - Minority representation among professional and scientific staff increased by 58 individuals (10.8%), increasing representation from 7.1% to 7.4%.
  - During the 2010-11 data year, the University hired or promoted 1,553 women and 310 racial/ethnic minorities. Despite this level of hiring, varied degrees of underrepresentation of women and minorities remain in individual job groups within the majority of the Primary Occupational Activity (POA) groups. With all job groups aggregated, the University is currently underrepresented by 281 women (1.8%) and by 152 minorities (1.0%).<sup>3</sup>
  - There was a net increase of 4 individuals (4.3%) who self-reported having disabilities.
  - The number of disabled veterans did not change.

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<sup>3</sup> Underrepresentation is defined as having fewer women or minorities in a particular job group or department than would reasonably be expected by their availability. For more information on the determination of underrepresentation, see Chapter VI of this report.

- **Five-Year Comparison of Workforce Categories.** From October 1, 2006 to November 1, 2011, The University of Iowa workforce increased by 1,093 individuals (7.5%), from 14,536 in 2006 to 15,629 in 2011.
  - The faculty and staff increased by 878 women (9.6%).
  - Racial/ethnic minority representation increased by 320 individuals (26.9%).
  - There was a net decrease of 45 tenured/tenure track faculty (3.0%). The number of female tenure track faculty increased by 46 (10.6%), and the number of minority faculty increased by 29 (11.7%).
  - The number of employees who self-reported having disabilities increased by 13 (15.3%).
  - There was an increase of 11 individuals (47.8%) who self-identified as disabled veterans.
  
- **Ten-Year Comparison of Workforce Categories.** From October 1, 2001 to November 1, 2011, The University of Iowa workforce increased by 2,013 individuals (14.8%), from 13,616 in 2001 to 15,629 in 2011.
  - The faculty and staff increased by 1,691 women (20.3%).
  - Racial/ethnic minority representation increased by 477 individuals (46.2%).
  - There was a net decrease of 93 tenured/tenure track faculty (6.0%). The number of female tenure track faculty increased by 59 (14.0%), and minority representation increased by 81 (41.5%).
  - There was a decrease of 4 individuals (3.9%) who self-reported having disabilities.
  - The number of disabled veterans did not change.

### **III. EQUAL EMPLOYMENT OPPORTUNITY AND SELECTED DIVERSITY INITIATIVES AT THE UNIVERSITY OF IOWA**

#### **A. The Chief Diversity Office**

The University of Iowa continues its efforts to promote equal employment opportunity and affirmative action at the institution. The University encourages each department to recruit, appoint, and promote persons who meet its high standards of excellence and who contribute to the University's affirmative action mission.

The Chief Diversity Officer and Associate Vice President (CDO/AVP), a position named in 2010, leads and coordinates the University's efforts to recruit and retain a diverse and inclusive academic community of faculty, staff, and students by initiating and implementing policies, initiatives, and programs in the areas of institutional diversity, equal opportunity, affirmative action, and human and civil rights. The CDO/AVP provides leadership and administrative oversight to the Office of Equal Opportunity and Diversity and the Center for Diversity and Enrichment. Additional duties include representing the Office of the President on matters related to diversity within the University and the broader Iowa community, providing campus-wide leadership regarding the importance of diversity to the educational mission of a public research university, and advising the Executive Vice President and Provost on academic matters related to issues of diversity.

#### **B. The Office of Equal Opportunity and Diversity**

The Office of Equal Opportunity and Diversity reports to the Chief Diversity Officer and Associate Vice President and is charged with the day-to-day implementation of affirmative action policies. The office supports the University by providing all members of the community with expert advice, education, and services which ensure the University's compliance with all applicable federal, state, and University equal opportunity, affirmative action, nondiscrimination, and civil rights laws, regulations, and policies. In addition, the office provides leadership and resources to support the University in advancing the core values and priorities of inclusion and internationalization.

In connection with its compliance responsibilities, the Office of Equal Opportunity and Diversity is actively involved in reviewing the recruitment and hiring process for all faculty positions and for all Professional and Scientific staff positions (50% time or greater for a duration of one year or more). Throughout the review process, the staff evaluates all recruitment plans; conducts pre-interview audits to ensure that qualified women and minority candidates, as well as candidates protected against discrimination based on their age, disability, or veteran status, are fairly considered; and reviews the process used to select final candidates. Where underrepresentation of women and/or minorities exists, the office works with search committees to ensure steps are taken to increase the number of women and minorities in the applicant pool, thereby increasing the likelihood of hires of qualified women and minorities.

### C. Sexual Harassment Prevention Education

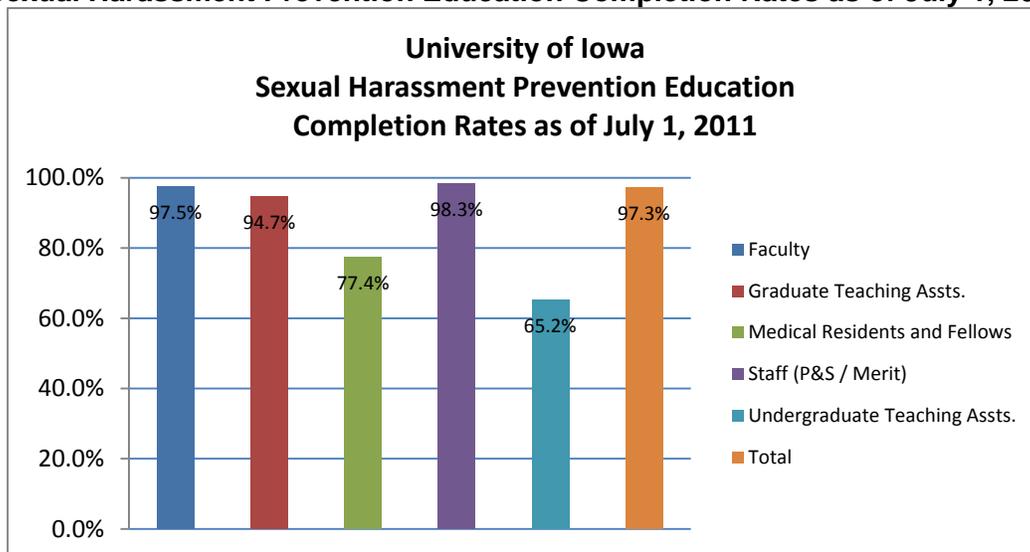
In response to University reports<sup>4</sup> indicating a continuing need to improve the campus climate at The University of Iowa, then President David Skorton mandated in 2006 that all academic and administrative officers and teaching assistants receive education on the Policy on Sexual Harassment, and that all teaching assistants additionally receive education on the Policy on Consensual Relationships Involving Students. In August 2008, President Sally Mason expanded the mandate for sexual harassment prevention education and charged The Office of the Provost with monitoring and oversight of the expectation that the following employees complete sexual harassment prevention education:

- Regular faculty (except adjunct faculty, postdoctoral researchers, and postdoctoral associates) with appointments of at least 50% time
- All regular staff with appointments of at least 50% time
- Medical residents and fellows with appointments of at least 50% time
- Graduate student teaching assistants and undergraduate student University Housing resident assistants

In addition to instructor-led courses, an online anti-harassment course, *Preventing Harassment on Campus* by Global Compliance, has been available to UI faculty and staff from the University's Employee Self Service website since December 2008.

Deans, directors, departmental administrative officers, and human resources representatives across campus are instrumental in ensuring that covered employees complete the mandated sexual harassment prevention education. As of July 1, 2011, 97.3 percent of current covered employees had completed an approved sexual harassment prevention course; of those, 66 percent completed an online training module and 34 percent attended an instructor-led course. The chart below shows completion rates by employee category.

**Figure 1**  
**Sexual Harassment Prevention Education Completion Rates as of July 1, 2011**



<sup>4</sup> *Campus Climate Committee Report (2003)* and the *Sexual Harassment and Unwelcome Behavior at The University of Iowa report (2006)*.

In January 2011, the University implemented its revised Policy on Sexual Harassment. Detailed training was provided in the fall semester of 2010 to the human resources unit representatives on the substantive changes to the policy. Specialized training on the new response protocol for requests to resolve complaints informally was provided to the senior human resources leadership council representatives and to designated associate deans for faculty in December 2010 and January 2011.

In May 2011, a new *Guide to the Administration of the University's Policy on Sexual Harassment* was prepared and released to campus. Electronic and/or paper copies of the guidance were provided to the human resources unit representatives, senior human resources leadership council representatives, and designated associate deans for faculty. The guidance document is also posted on the EOD departmental website.

Students, staff, and faculty are notified annually of the following University policies:

- Policy on Sexual Harassment
- Policy on Sexual Misconduct Involving Students, Including Sexual Assault and Sexual Harassment
- Policy on Human Rights
- Anti-Harassment Policy
- Policy on Consensual Relationships Involving Students
- Policy on Violence
- Anti-Retaliation Policy

These policy notifications are sent via mass email in September of each year.

#### **D. National Coalition Building Institute (NCBI)**

The University of Iowa initiated the process to become an affiliate of the National Coalition Building Institute, an international non-profit leadership development network dedicated to the elimination of racism and other forms of oppression. Rooted in an understanding of individual, community, and systemic change, NCBI works to further cultural competence, collaboration, partnerships, and effective relationships within and across group identities. Through the Chief Diversity Officer, the University provided one-day workshops and train-the-trainer sessions to develop a resource leadership team and an NCBI affiliate on campus. This team will conduct future workshops teaching leadership skills in the areas of prejudice reduction, violence prevention, conflict resolution, and coalition building.

#### **E. The Diversity Catalyst Award**

The Office of Equal Opportunity and Diversity has recognized distinctive and innovative contributions to diversity within the campus community since 1999. The annual Diversity Catalyst Award honors creative initiatives by faculty, staff, programs, departments, students, or student organizations to promote the development of an inclusive, diverse campus community. The criteria for the award are that 1) the nominee has developed an innovative program, policy, or activity to enhance diversity within the University; 2) the nominee's contributions have had a positive effect on building respect for diversity within the University community; or 3) the contribution is distinctive, above and beyond routine efforts. A monetary award is made to the selected recipients through the generous support of colleges and departments throughout the University.

The twelfth annual Diversity Catalyst Award reception was held on April 13, 2011. The 2011 Diversity Catalyst Award recipient was Kathryn Chaloner, PhD, Professor and Departmental Executive Officer of Biostatistics in the College of Public Health.

Dr. Georgina Dodge, Chief Diversity Officer and Associate Vice President, delivered the keynote address. The Diversity Catalyst Award Reception was held in conjunction with the Erroll B. Davis, Jr. / Alliant Energy Awards.

The event was supported by the Chief Diversity Office, Office of Equal Opportunity and Diversity, and the UI Staff Council.

The Catalyst Award Diversity Seed Grant program was designed to support the Catalyst Award. Targeted toward creative projects with potential to impact the diversity goals of *Renewing The Iowa Promise*, the program provides seed grants of up to \$1,000 for start-up projects, programs with potential sustainability, or short-term projects that demonstrate significance and impact. The grants support projects that advance cross-cultural understanding; strengthen positive inter-group relations; and promote more welcoming learning, living, and working environments. Activities are encouraged that cross curricular, co-curricular and/or extra-curricular domains.

Recipients of the 2010-11 Catalyst Award Seed Grants are:

- *Advocacy Summit: Moving Beyond Dialogue*, Office of Graduate Ethnic Inclusion, The Graduate College, Graduate College Diversity Committee, Urban and Regional Planning, Immunology, Genetics and Neuroscience, Molecular and Cellular Biology, Informatics, Library & Information Sciences, Human Toxicology, Applied Mathematics and Computational Sciences, and Foreign Language Acquisition Research and Education (FLARE): a collaborative professional development workshop for faculty and staff addressing diversity advocacy, knowledge, awareness, and skills to improve interactions with students and academic retention
- *Forum Theatre Training on Gender and Identity – “Making Iowa Better” Project*, UI Center for Human Rights, The Working Group Theatre, LGBT Resource Center, School of Social Work: a collaborative program to provide unique and innovative training to campus and community individuals who wish to support and end discrimination against LGBT youth
- *Preparing ADA Compliant Acrobat Documents*, Department of Human Resources - Organizational Effectiveness, Iowa Center for Assistive Technology (ICATER): partially underwrite the purchase of Adobe Acrobat Professional software used in hands-on instructional classes training UI staff to prepare and create ADA-compliant PDF documents
- *Responding to International Victims of Interpersonal Violence*, Office of the Sexual Misconduct Response Coordinator, Office of International Students and Scholars, Department of Public Safety, UI Anti-Violence Campus Coalition, Rape Victim Advocacy Program, and community co-sponsors Domestic Violence Intervention Program, Monsoon United Asian Women of Iowa, Johnson County Coalition Against Domestic Violence: a project designed to increase individual and system competency in responding to international victims of interpersonal violence (stalking, domestic/dating, and sexual violence) who are affiliated with The University of Iowa and the Johnson County communities
- *Storytime@Iowa*, Teacher Leader Center and The University of Iowa College of Education: teacher education students read and record popular children’s books in the their native language and adapt the materials for use on mobile devices and the Web,

thereby allowing young students to access their favorite children's stories from cell phones, computers, and other mobile devices used in K-12 classrooms and the home

#### **F. Iowa's IDEA (formerly Higher Education and Diversity Regional Summit)**

In 2006, The University of Iowa hosted the inaugural Higher Education and Diversity Regional Summit, later renamed Iowa's IDEA (Impacting Diversity through Educational Alliances). The summit is a collaboration among public and private colleges and universities seeking to promote diversity recruitment and retention across the educational experience of faculty, staff, students and institutions; to support an inclusive environment for local and regional community impact; and to advocate environmental change and the creation and maintenance of diverse communities by providing cutting-edge education and leadership. An ultimate goal of the collaboration is to create a higher education consortium which, at its center, enhances institutional diversity and inclusive excellence. The University of Iowa continues to provide leadership team and annual sponsors for the summit.

Collaborating institutions are Central College, Clarke University, Iowa State University, Kirkwood Community College, Loras College, University of Dubuque, The University of Iowa, and The University of Northern Iowa. The site of the annual summit rotates through the campuses of the member institutions.

Central College hosted the sixth annual Iowa's IDEA Diversity Summit in 2011, focused on providing attendees from higher education, business, and community organizations specific hands-on strategies for recruitment and retention. The keynote address was presented by Dr. Raynard Kington, President of Grinnell College. Two University of Iowa staff members, Scott King, Assistant Dean of International Programs, and Helen Jameson, Manager of Intercultural Training and Programming within International Programs, led a break-out session titled "Crossing Cultures: Tips for Communicating in the 21<sup>st</sup> Century."

#### **G. Recruitment Ambassadors Program**

The Recruitment Ambassadors Program, jointly sponsored by the Department of Human Resources and the Office of Equal Opportunity and Diversity, supports the University's strategic goals for increasing the diversity of the faculty and staff. Recruitment Ambassadors are current or former faculty and staff members who volunteer to help recruit diverse prospective employees. The program is designed to be a valuable part of the search process that ensures that talented and diverse candidates who visit our campus and community acquire a broad knowledge of all the area has to offer.

Over 15 University employees are trained and ready to aid departments in providing a more personal touch to the recruitment process. Specifically, Recruitment Ambassadors are equipped to showcase the community and answer candidates' questions on topics ranging from the area's arts and culture, housing, school systems, dining and shopping, sports and recreation, and healthcare, to name just a few. Additionally, Recruitment Ambassadors provide candidates with informative and valuable resource materials regarding our local communities. To date this calendar year, six candidates have requested to meet with Recruitment Ambassadors, and many departments have requested Recruitment Ambassador packet materials.

## **H. Faculty Diversity Opportunity Program (FDOP)**

In 1999, the Office of the Executive Vice President and Provost established a program to aid collegiate efforts to recruit and retain faculty from underrepresented communities, with an emphasis on recruiting faculty of color. This program, now called the Faculty Diversity Opportunity Program (FDOP), has been an important tool for reaching the University's diversity goals and thereby enhancing the excellence of The University of Iowa. The program is administered by the Chief Diversity Officer and Associate Vice President (CDO), who works with collegiate deans to identify potential faculty hires who would add to the diversity of the UI faculty. Mentoring and retention follow-up plans remain critical components of FDOP funding requests. The CDO, working in close collaboration with the Associate Provost for Faculty, collegiate deans and others, coordinates a central effort to recruit and retain minority faculty.

For Fiscal Year 2011, the Office of the Provost budgeted FDOP funds totaling \$1,734,177 for partial salaries and other resources supporting 53 faculty members. These positions are in the University Library, the Graduate College, and the Colleges of Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, and Public Health.

## **I. Staff Diversity Opportunity Program (SDOP)**

Reflecting best practices identified from the Faculty Diversity Opportunity Program (FDOP), the Staff Diversity Opportunity Program (SDOP) promotes employment of minorities and women in Professional and Scientific (P&S) classifications exhibiting underrepresentation. Administered through the Office of Central Human Resources, SDOP allows opportunity for the development of talent through apprenticeships, internships, pipeline positions, and other hires that enable the University to bring on board high potential, diverse candidates who do not fill a specific, immediate need, as well as for development opportunities to increase the new employee's skill, knowledge, abilities, and likelihood of a successful candidacy for future P&S vacancies. During FY 2011, two P&S staff members were hired under SDOP.

#### IV. ONE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2010 - 2011

##### A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/ Ethnicity, 2010 – 2011

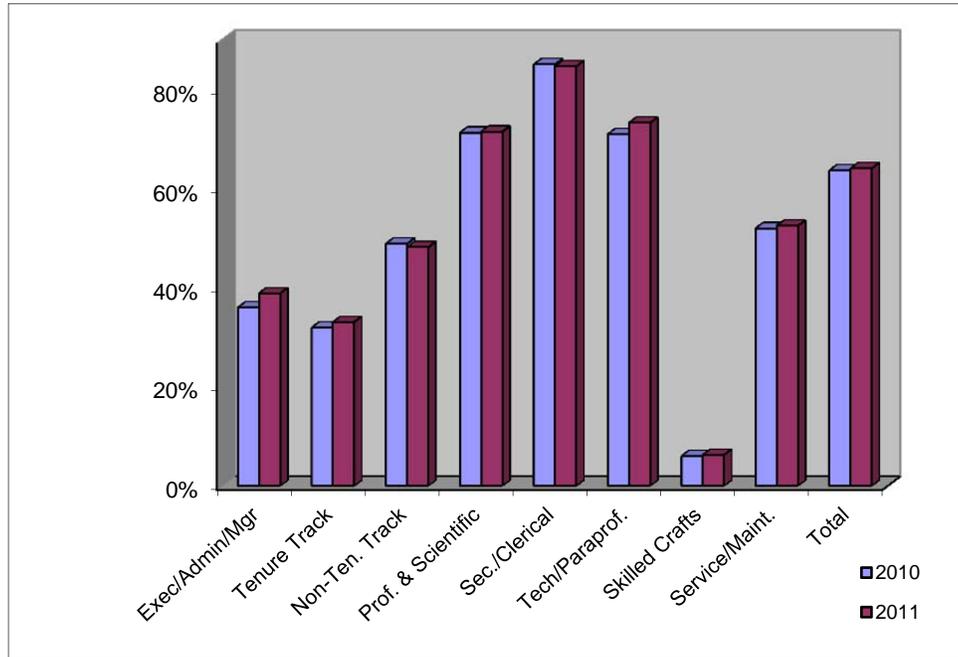
*Overall Changes.* The University of Iowa workforce increased by 577 employees (3.8 percent) during the 2010-11 data year, from 15,052 in 2010 to 15,629 in 2011. For analytical purposes, job titles have been categorized into Primary Occupational Activity (POA) groups based on job content, salary, and opportunities. The POA group with the greatest proportional increase was Non-Tenure Track Faculty, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease occurred among Secretarial and Clerical Staff.

*Gender.* The number of women in the workforce increased by 430 (4.5 percent). The largest proportional increases were among Non-Tenure Track Faculty and Technical and Paraprofessional Staff, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease was in Secretarial and Clerical Staff. The following table and chart compare the composition of the University's workforce on November 1, 2010 to that on November 1, 2011 by Primary Occupational Activity group and gender.

**Table I**  
**Faculty and Staff by Primary Occupational Activity Group and Gender**  
**November 1, 2010 – November 1, 2011**

Primary Occupational Activity Group	2010		2011		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	358	129 36.0 %	352	137 38.9 %	- 6 - 1.7 %	+ 8 + 6.2 %
2 Tenured/Tenure Track Faculty	1,455	465 32.0 %	1,450	480 33.1 %	- 5 - 0.3 %	+ 15 + 3.2 %
3 Non-Tenure Track Faculty	761	372 48.9 %	852	411 48.2 %	+ 91 + 12.0 %	+ 39 + 10.5 %
4 Professional & Scientific Staff	7,587	5,406 71.3 %	8,057	5,763 71.5 %	+ 470 + 6.2 %	+ 357 + 6.6 %
5 Secretarial and Clerical Staff	2,176	1,852 85.01%	2,108	1,785 84.7 %	- 68 - 3.1 %	- 67 - 3.6 %
6 Technical and Paraprofessional Staff	576	409 71.0 %	617	452 73.3 %	+ 41 + 7.1 %	+ 43 + 10.5 %
7 Skilled Crafts Staff	359	22 6.1 %	364	23 6.3 %	+ 5 + 1.4 %	+ 1 + 4.5 %
8 Service and Maintenance Staff	1,780	926 52.0 %	1,829	960 52.5 %	+ 49 + 2.8 %	+ 34 + 3.7 %
<b>Total</b>	<b>15,052</b>	<b>9,581</b> <b>63.7 %</b>	<b>15,629</b>	<b>10,011</b> <b>64.1 %</b>	<b>+ 577</b> <b>+ 3.8 %</b>	<b>+ 430</b> <b>+ 4.5 %</b>

**Figure 2**  
**Female Faculty and Staff by Primary Occupational Activity Group**  
**November 1, 2010 – November 1, 2011**



*Race/Ethnicity.* Race/ethnicity is self-reported by employees to the University at the time of application and/or appointment; this personal data may be updated and/or corrected by the employee at any time.

The total number of racial/ethnic minorities increased by 118 (8.5 percent) from 2010 to 2011. The largest proportional increase was in Non-Tenure Track Faculty, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease was in Executive, Administrative, and Managerial Staff.<sup>5</sup> There were increases in the total numbers of each racial/ethnic minority group (Asians, Blacks/African Americans, Hispanics/Latinos, American Indians/Alaska Natives, and Two or More Races).<sup>6</sup> Changes in the racial/ethnic composition of The University of Iowa’s workforce from November 1, 2010 to November 1, 2011 are detailed in the table and charts on the following pages.

<sup>5</sup> There was a net loss of 11 minorities from the Executive, Administrative, and Managerial Staff group, including a faculty administrator who returned to the faculty, two employees whose new classifications following the classification redesign (see pages 14-15 for a description of this project) are now included in the Professional and Scientific Staff group, and four employees in a classification that was evaluated prior to the redesign project and deemed to be more appropriately placed in the Professional and Scientific Staff group.

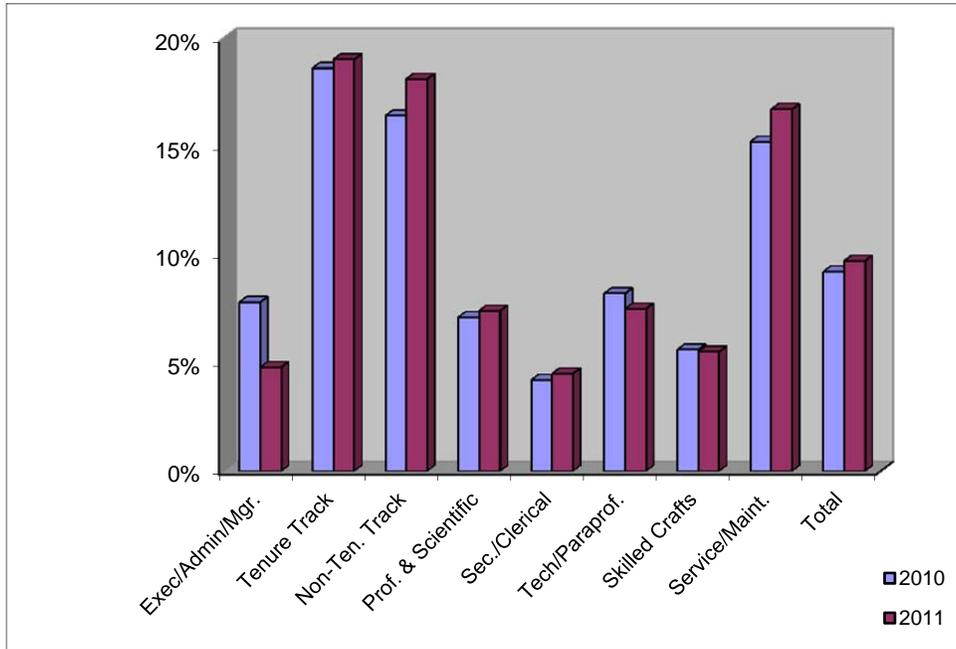
<sup>6</sup> In 2010 and 2011, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian.

**Table II**  
**Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity \***  
**November 1, 2010 – November 1, 2011**

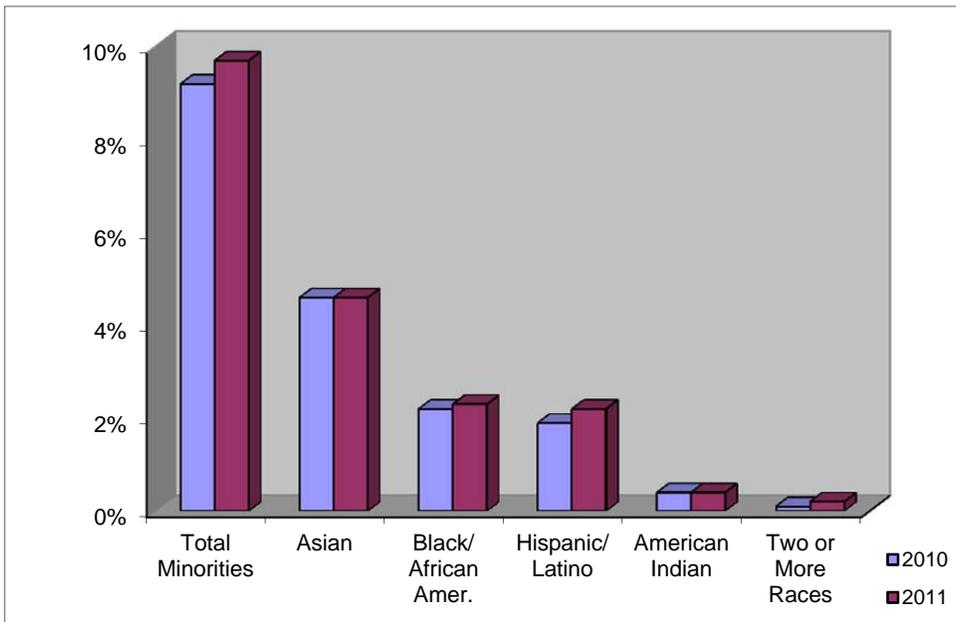
Primary Occupational Activity Group	2010							2011							Net Change						
	Total	Total Minorities	Asian	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races
1 Executive, Admin., & Managerial Staff	358	28 7.8%	8 2.2%	12 3.4%	6 1.7%	1 0.3%	1 0.3%	352	17 4.8%	2 0.6%	7 2.0%	5 1.4%	1 0.3%	2 0.6%	-6 -1.7%	-11 -39.3%	-6 -75.0%	-5 -41.7%	-1 -16.7%	0	+1 +100%
2 Tenured/ Tenure Track Faculty	1,455	271 18.6%	171 11.8%	38 2.6%	49 3.4%	7 0.5%	6 0.4%	1,450	276 19.0%	170 11.7%	39 2.7%	54 3.7%	7 0.5%	6 0.4%	-5 -0.3%	+5 +1.8%	-1 -0.6%	+1 +2.6%	+5 +10.2%	0	0
3 Non-Tenure Track Faculty	761	125 16.4%	83 10.9%	16 2.1%	22 2.9%	2 0.3%	2 0.3%	852	154 18.1%	104 12.2%	19 2.2%	26 3.1%	3 0.4%	2 0.2%	+91 +12.0%	+29 +23.2%	+21 +25.3%	+3 +18.8%	+4 +18.2%	+1 +50.0%	0
4 Professional & Scientific Staff	7,587	537 7.1%	321 4.2%	88 1.2%	108 1.4%	13 0.2%	7 0.1%	8,057	595 7.4%	341 4.2%	97 1.2%	128 1.6%	16 0.2%	13 0.2%	+470 +6.2%	+58 +10.8%	+20 +6.2%	+9 +10.2%	+20 +18.5%	+3 +23.1%	+6 +85.7%
5 Secretarial & Clerical Staff	2,176	92 4.2%	23 1.1%	34 1.6%	26 1.2%	7 0.3%	2 0.1%	2,108	95 4.5%	22 1.0%	37 1.8%	27 1.3%	8 0.4%	1 <0.1%	-68 -3.1%	+3 +3.3%	-1 -4.3%	+3 +8.8%	+1 +3.8%	+1 +14.3%	-1 -50.0%
6 Technical & Paraprofessional Staff	576	47 8.2%	9 1.6%	17 3.0%	17 3.0%	3 0.5%	1 0.2%	617	46 7.5%	10 1.6%	14 2.3%	18 2.9%	3 0.5%	1 0.2%	+41 +7.1%	-1 -2.1%	+1 +11.1%	-3 -17.6%	+1 +5.9%	0	0
7 Skilled Crafts Staff	359	20 5.6%	1 0.3%	7 1.9%	6 1.7%	6 1.7%	0	364	20 5.5%	1 0.3%	7 1.9%	6 1.6%	6 1.6%	0	+5 +1.4%	0	0	0	0	0	0
8 Service & Maintenance Staff	1,780	271 15.2%	70 3.9%	122 6.9%	59 3.3%	18 1.0%	2 0.1%	1,829	306 16.7%	75 4.1%	135 7.4%	74 4.0%	18 1.0%	4 0.2%	+49 +2.8%	+35 +12.9%	+5 +7.1%	+13 +10.7%	+15 +25.4%	0	+2 +100%
<b>Total</b>	<b>15,052</b>	<b>1,391 9.2%</b>	<b>686 4.6%</b>	<b>334 2.2%</b>	<b>293 1.9%</b>	<b>57 0.4%</b>	<b>21 0.1%</b>	<b>15,629</b>	<b>1,509 9.7%</b>	<b>725 4.6%</b>	<b>355 2.3%</b>	<b>338 2.2%</b>	<b>62 0.4%</b>	<b>29 0.2%</b>	<b>+577 +3.8%</b>	<b>+118 +8.5%</b>	<b>+39 +5.7%</b>	<b>+21 +6.3%</b>	<b>+45 +15.4%</b>	<b>+5 +8.8%</b>	<b>+8 +38.1%</b>

\* In 2010 and 2011, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian.

**Figure 3**  
**Minority Faculty and Staff by Primary Occupational Activity Group**  
**November 1, 2010 – November 1, 2011**



**Figure 4**  
**Total Workforce by Race/Ethnicity \***  
**November 1, 2010 – November 1, 2011**



\* In 2010 and 2011, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian.

*Actual Workforce Gains and Losses.* Each Primary Occupational Activity (POA) group includes several job groups (groupings of similar classifications). The table below shows the totals across job groups within each POA of 1) gains (e.g., hires, promotions, transfers in); 2) losses (e.g., resignations, terminations, transfers out); and 3) the net increase or decrease in the workforce. These figures are presented for the overall workforce and for women and minorities.

**Table III  
Workforce Gains and Losses by Primary Occupational Activity Group,  
Gender, and Minority Status, November 1, 2010 – November 1, 2011**

Primary Occupational Activity Group	Gains			Losses			Net Change		
	Total	Women	Minorities	Total	Women	Minorities	Total	Women	Minorities
1 Executive, Administrative, & Managerial Staff	126	62	2	132	54	13	- 6	+ 8	- 11
2 Tenured/Tenure Track Faculty	106	42	27	111	27	22	- 5	+ 15	+ 5
3 Non-Tenure Track Faculty	160	70	49	69	31	20	+ 91	+ 39	+ 29
4 Professional & Scientific Staff	1,323	958	139	853	601	81	+ 470	+ 357	+ 58
5 Secretarial and Clerical Staff	184	157	17	252	224	14	- 68	- 67	+ 3
6 Technical and Paraprofessional Staff	97	74	12	56	31	13	+ 41	+ 43	- 1
7 Skilled Crafts Staff	42	2	0	37	1	0	+ 5	+ 1	0
8 Service and Maintenance Staff	302	188	64	253	154	29	+ 49	+ 34	+ 35
<b>Total</b>	<b>2,340</b>	<b>1,553</b>	<b>310</b>	<b>1,763</b>	<b>1,123</b>	<b>192</b>	<b>+ 577</b>	<b>+ 430</b>	<b>+ 118</b>

The table includes gains and losses resulting from the redesign of the non-organized Professional and Scientific Staff classification system. In job groups in POA 1, the redesign resulted in 85 total gains (43 women and 2 minorities) and 82 total losses (41 women and 4 minorities). In POA 3, the redesign resulted in 51 total gains (29 women and 2 minorities) and 55 total losses (31 women and no minorities).

Some gains and losses are a result of promotions, transfers, reclassifications, or demotions across POA groups, so that a gain in one POA group has a corresponding loss in another POA group. Only a portion of these actions result in net losses of faculty and staff to the University as a whole.

During the current data year, the classification system for non-organized Professional and Scientific Staff positions was redesigned; existing positions were re-evaluated based on more current criteria of the way work is performed today and on market conditions, and new classifications were developed based on descriptions of key areas of responsibility. The new classifications were placed in new job groups. As a consequence, since 2010, some individuals who were in the Executive, Administrative, and Managerial Staff POA are now placed in

different job groups within that POA, and some individuals have moved from the Executive, Administrative, and Managerial Staff POA to the Professional and Scientific Staff POA or vice versa. The table above includes this movement (gains or losses) within or between POAs; the numbers of gains or losses resulting from the classification redesign are noted below the table.

The organizational unit on campus with the largest workforce increase over the past year was UI Health Care, with a net increase of 434 employees (4.8 percent). UI Health Care administration reports that this increase is directly related to increases in the patient census, which grew by 8 percent over the previous two years (November 2009 – November 2011). From 2009 to 2010, this increase was met with a nominal increase to staffing levels (a net increase of 27 employees or 0.4 percent), but when it became apparent that the increase in patient census would continue into the 2010 – 2011 time period, staffing levels were rebalanced to accommodate that increase. Most increases took place in areas performing direct patient care; for example, additions to the nursing department accounted for 65% of the total increase in staffing over the past year.

## B. Faculty and Staff by Disability and Veteran Status, 2010 – 2011

Employees self-report disability and veteran status to the University at the time of appointment, and may update or correct this information at any time.

The number of faculty and staff who reported having a disability increased by 4 individuals (4.3 percent) over the past year.

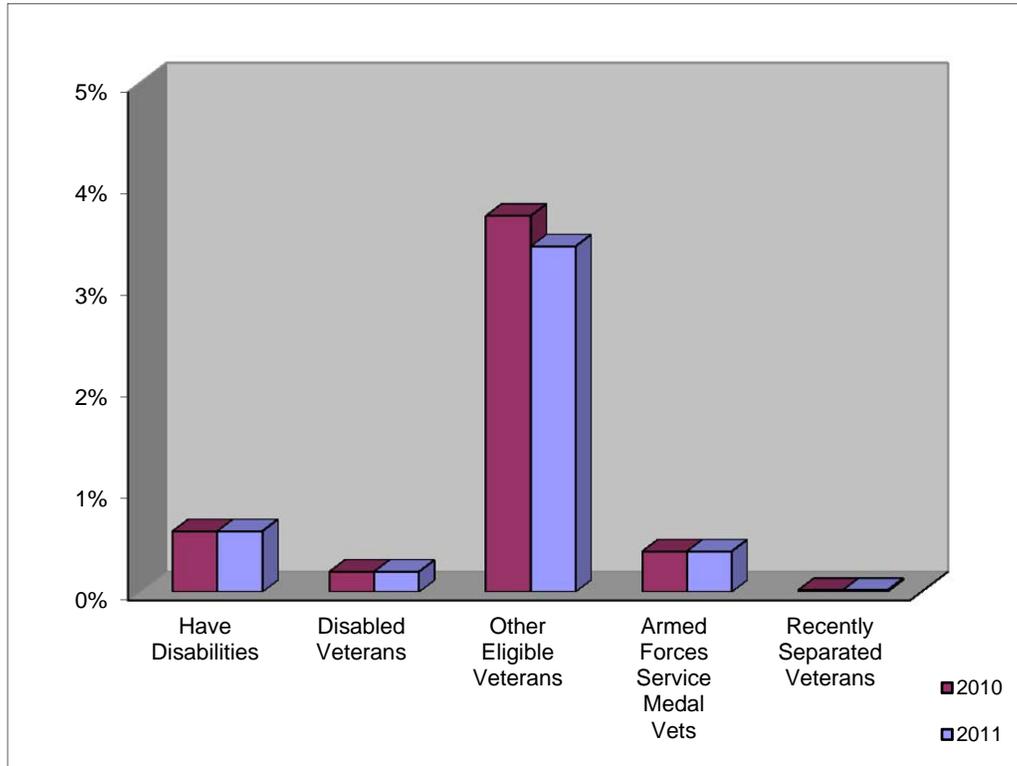
The number of faculty and staff who self-identified as disabled veterans did not change. The number of other eligible veterans decreased by 18 (3.3 percent), while the number of Armed Forces Service Medal veterans increased by 8 (13.8 percent). The number of veterans increased by two individuals (66.7 percent) whose discharge date from military service was within the three years prior to the data snapshot date.

The following table and chart indicate the number of faculty and staff who self-reported disability and veteran status in 2010 and 2011.

**Table IV**  
**Faculty and Staff by Disability and Veteran Status**  
**November 1, 2010 – November 1, 2011**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Other Eligible Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2010	15,052	94 0.6 %	34 0.2 %	550 3.7 %	58 0.4 %	3 <0.1 %
2011	15,629	98 0.6 %	34 0.2 %	532 3.4 %	66 0.4 %	5 <0.1 %
Net Change	+ 577 + 3.8 %	+ 4 + 4.3 %	0	- 18 - 3.3 %	+ 8 + 13.8 %	+ 2 + 66.7 %

**Figure 5**  
**Faculty and Staff by Disability and Veteran Status**  
**November 1, 2010 – November 1, 2011**



**C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 2010 – 2011**

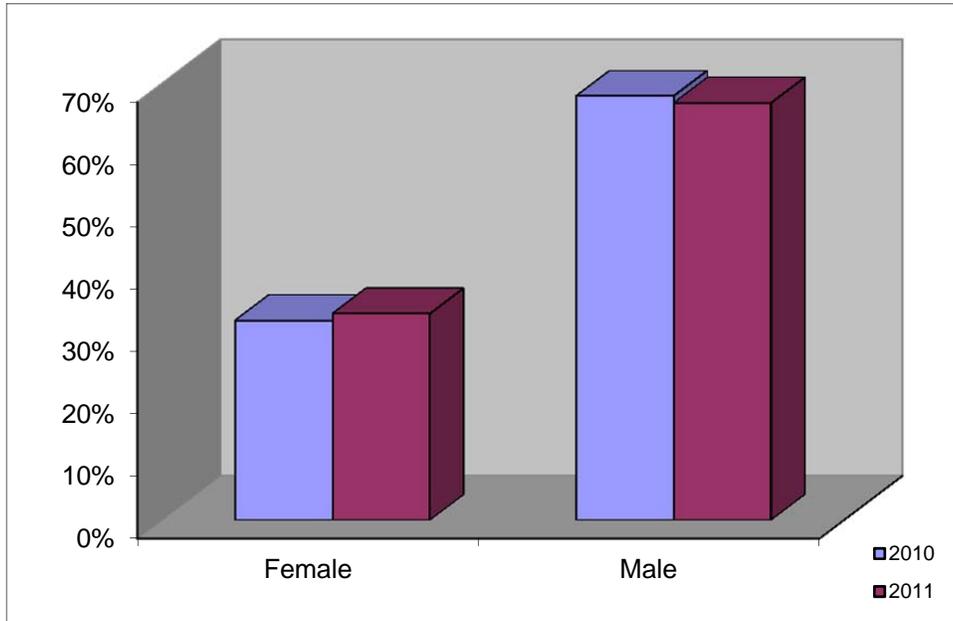
The number of tenured/tenure track faculty decreased by 5 individuals (0.3 percent) in the last year. The number of female tenured/tenure track faculty increased by 15 (3.2 percent), and overall minority representation increased by 5 (1.8 percent). The following table and charts present the gender and race/ethnicity of tenured/tenure track faculty in 2010 and 2011.

**Table V**  
**Tenured/Tenure Track Faculty by Gender and Race/Ethnicity \***  
**November 1, 2010 – November 1, 2011**

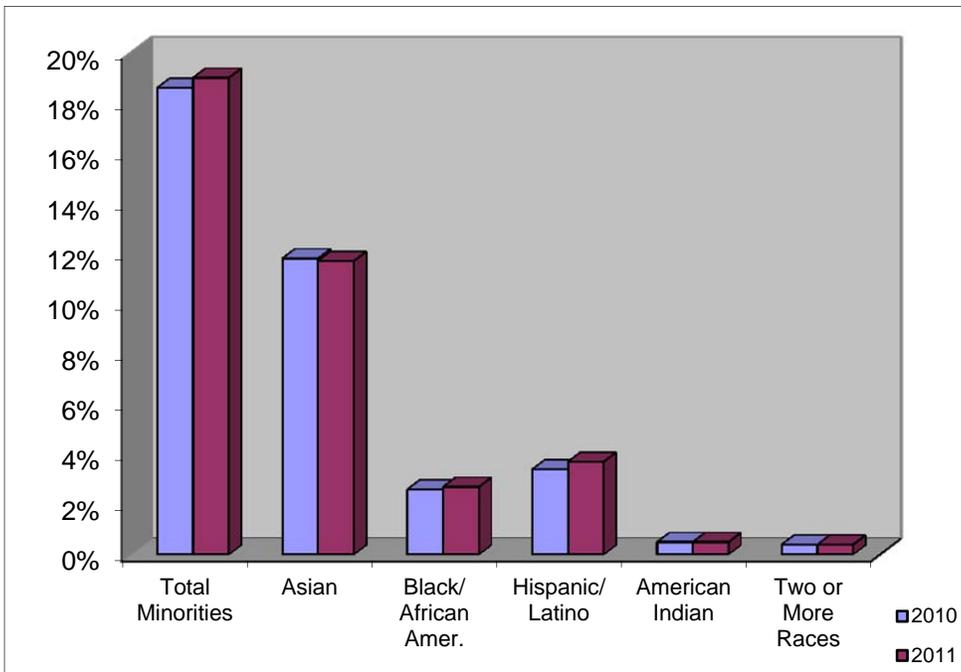
Year	Tenured/ Tenure Track Faculty	Women	Total Minorities		Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
			Asian					
2010	1,455	465 32.0 %	271 18.6 %	171 11.8 %	38 2.6 %	49 3.4 %	7 0.5 %	6 0.4 %
2011	1,450	480 33.1 %	276 19.0 %	170 11.7 %	39 2.7 %	54 3.7 %	7 0.5 %	6 0.4 %
Net Change	- 5 - 0.3 %	+ 15 + 3.2 %	+ 5 + 1.8 %	- 1 - 0.6 %	+ 1 + 2.6 %	+ 5 + 10.2 %	0	0

\* In 2010 and 2011, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian.

**Figure 6**  
**Tenured/Tenure Track Faculty by Gender**  
**November 1, 2010 – November 1, 2011**



**Figure 7**  
**Tenured/Tenure Track Faculty by Race/Ethnicity \***  
**November 1, 2010 – November 1, 2011**



\* In 2010 and 2011, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian.

**D. Tenured/Tenure Track Faculty Promotion and Tenure Rates by Gender and Minority Status, Academic Year 2011 – 2012**

A total of 72 tenure track faculty were granted promotions effective Academic Year 2011-12, of whom 19 were women. This rate of promotion (26.4 percent) approximates the percentage of women on the tenure track faculty, now at 33.1 percent. Minorities received 13 of the 72 promotions (18.1 percent); this representation approximates the representation of minorities on the tenure track faculty (19.0 percent).

Fifty-five tenure track faculty members were granted tenure effective Academic Year 2011-12, of whom 17 (30.9 percent) were women. As of November 2011, women represented 46.4 percent of the untenured faculty on the tenure track. Among the 55 tenure track faculty members who received tenure, 11 (20.0 percent) were members of minority groups. As of November 2011, minorities represented 30.5 percent of the untenured faculty on the tenure track.

It should be noted that the percentage of women and minorities who are eligible for tenure and/or promotion review varies from year to year, and, in some years, may be lower or higher than their representation among the untenured faculty on the tenure track as a whole.

The following table illustrates the rates of tenure and promotion for tenure track faculty.

**Table VI  
Tenured/Tenure Track Faculty Promotions & Tenure Rates by Gender and Minority Status  
Effective 2011-12 Academic Year**

	<b>Total</b>	<b>Women</b>	<b>Minorities</b>
<b>PROMOTIONS</b>			
Number on Tenure Track	1,450	480	276
Percentage of Total on Tenure Track		33.1 %	19.0 %
Sought Promotions	78	22	13
Percentage of All Faculty Who Sought Promotions (n = 78)		28.2 %	16.7 %
Percentage of Subgroup (Total, Women, or Minorities)	5.4 %	4.6 %	4.7 %
Granted Promotions	72	19	13
Percentage of All Faculty Who Were Granted Promotions (n = 72)		26.4 %	18.1 %
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Promotions	92.3 %	86.4 %	100.0 %
<b>TENURE</b>			
Number of Untenured Faculty on Tenure Track	371	172	113
Percentage of Total Untenured on Tenure Track		46.4 %	30.5 %
Sought Tenure	58	19	11
Percentage of All Faculty Who Sought Tenure (n = 58)		32.8 %	19.0 %
Percentage of Subgroup (Total, Women, or Minorities)	15.6 %	11.0 %	9.7 %
Granted Tenure	55	17	11
Percentage of All Faculty Who Were Granted Tenure (n = 55)		30.9 %	20.0 %
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Tenure	94.8 %	89.5 %	100.0 %

### E. Clinical Track Faculty by Gender and Race/Ethnicity, 2010 – 2011

The University experienced a net increase of 41 clinical track faculty (8.2 percent) over the past year. Faculty appointed to clinical track positions are included in POA Group 3, Non-Tenure Track Faculty.

The number of women on the clinical track increased by 24 (10.3 percent), and the number of minorities on the clinical track increased by 9 (11.0 percent).

Carver College of Medicine continues to employ the majority of the clinical track faculty (78 percent), followed by the colleges of Dentistry (7 percent), Nursing (4 percent), and Liberal Arts and Sciences (3 percent). The remaining clinical track faculty are employed in the colleges of Education, Pharmacy, Law, Public Health, or the Tippie College of Business.

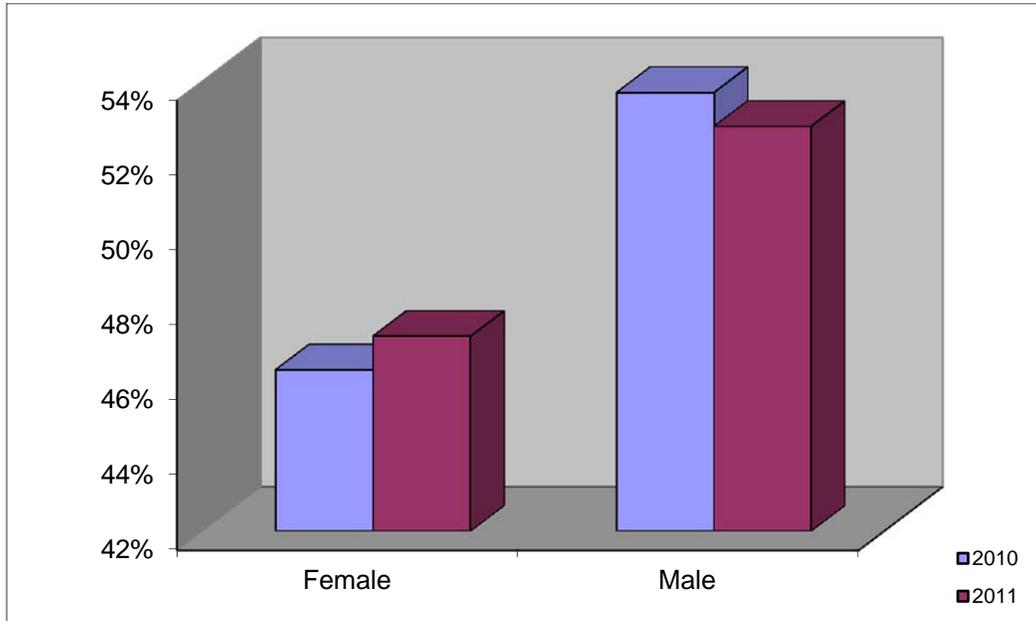
The following table and charts illustrate the growth of the clinical track over the last year and the representation of women and minorities on the clinical track.

**Table VII**  
**Clinical Track Faculty by Gender and Race/Ethnicity \***  
**November 1, 2010 – November 1, 2011**

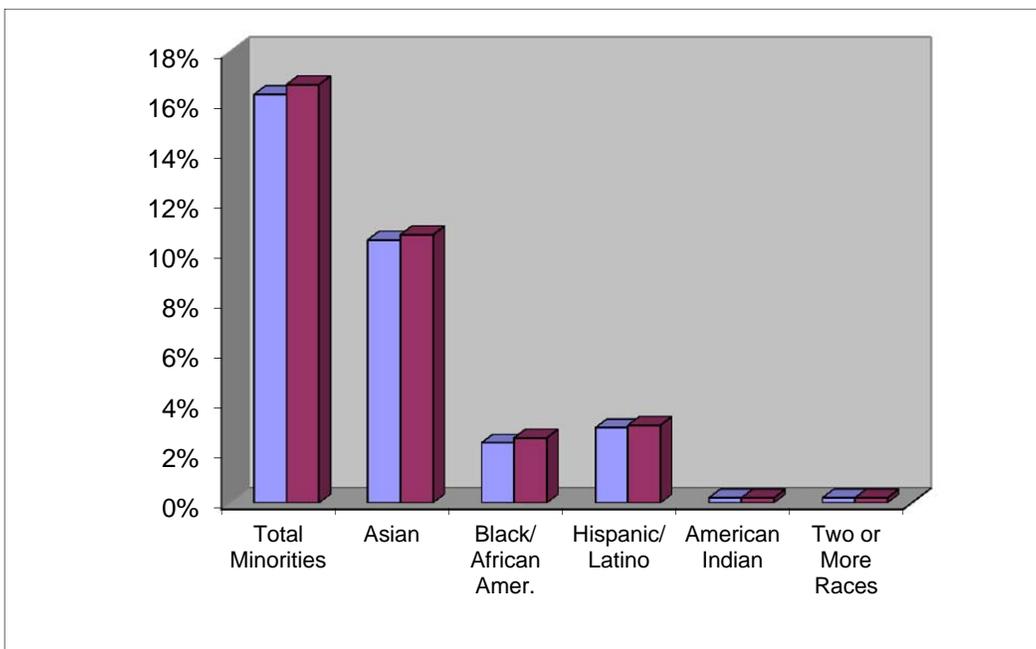
Year	Clinical Track Faculty	Women	Total Minorities	Asian	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2010	503	233 46.3 %	82 16.3 %	53 10.5 %	12 2.4 %	15 3.0 %	1 0.2 %	1 0.2 %
2011	544	257 47.2 %	91 16.7 %	58 10.7 %	14 2.6 %	17 3.1 %	1 0.2 %	1 0.2 %
Net Change	+ 41 + 8.2 %	+ 24 + 10.3 %	+ 9 + 11.0 %	+ 5 + 9.4 %	+ 2 + 16.7 %	+ 2 + 13.3 %	0	0

\* In 2010 and 2011, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian.

**Figure 8**  
**Clinical Track Faculty by Gender**  
**November 1, 2010 – November 1, 2011**



**Figure 9**  
**Clinical Track Faculty by Race/Ethnicity \***  
**November 1, 2010 – November 1, 2011**



\* In 2010 and 2011, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian.

**F. Research Track Faculty by Gender and Race/Ethnicity, 2010 – 2011**

The research track is a subset of POA Group 3, Non-Tenure Track Faculty, developed for faculty who devote most of their time to performing externally-supported research and who submit or assist in the submission of research grants. The research track was developed to allow the University more flexibility in adjusting programs to meet changing needs and remain competitive. This change was adopted by the Faculty Senate in February 2008 and approved by the Board of Regents in June 2008. Appointments to the research track began in February 2009.

Carver College of Medicine employs the majority of the research track faculty (96 percent). The College of Public Health employs one research track faculty member (4 percent).

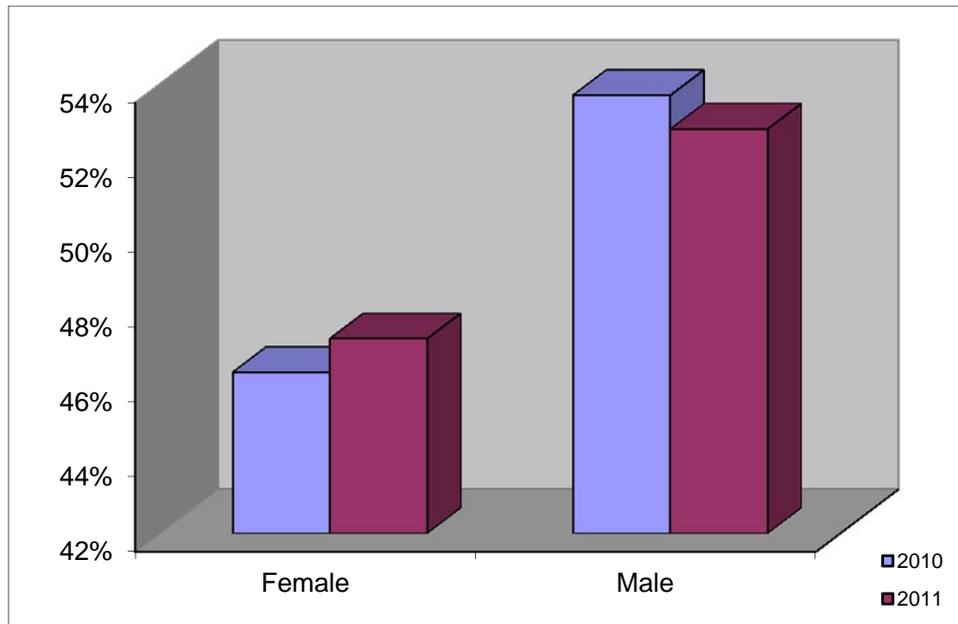
The following table and charts show the gender and racial/ethnic composition of the research track faculty on November 1, 2010 and November 1, 2011.

**Table VIII  
Research Track Faculty by Gender and Race/Ethnicity \*  
November 1, 2010 – November 1, 2011**

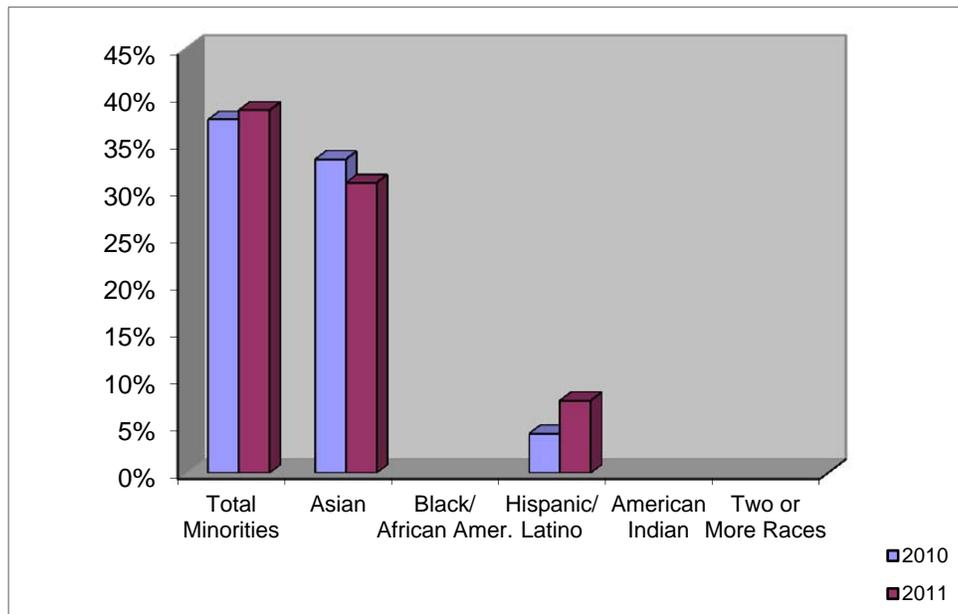
Year	Research Track Faculty	Women	Total Minorities	Asian	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2010	24	10 41.7 %	9 37.5 %	8 33.3 %	0	1 4.2 %	0	0
2011	26	10 38.5 %	10 38.5 %	8 30.8 %	0	2 7.7 %	0	0
Net Change	+ 2 +8.3 %	0	+ 1 + 11.1 %	0	0	+ 1 + 100.0%	0	0

\* In 2010 and 2011, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian.

**Figure 10**  
**Research Track Faculty by Gender**  
**November 1, 2010 – November 1, 2011**



**Figure 11**  
**Research Track Faculty by Race/Ethnicity \***  
**November 1, 2010 – November 1, 2011**



\* In 2010 and 2011, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian.

## **V. ANNUAL HIRING GOALS: 2009-10 AND 2010-11**

### **A. How Hiring Goals are Determined**

In accordance with requirements of the Office of Federal Contract Compliance Programs, the Office of Equal Opportunity and Diversity annually conducts formal availability analyses, identifies areas where underrepresentation of women and/or racial/ethnic minorities exists, and establishes hiring goals for the coming year for those underrepresented areas. The availability analyses result in estimates of the percentage and number of qualified women and racial/ethnic minorities available for employment in each academic field and job group (staff job titles similar in content, pay rates, and opportunities) at The University of Iowa. These availability estimates are compared to the actual rates of employment by the University to identify faculty departments and staff job groups where underrepresentation exists.<sup>7</sup> In other words, a faculty department or staff job group is said to be underrepresented for women or minorities when fewer women or minorities are employed than would reasonably be expected based on estimated availability. Underrepresentation may be affected by several factors including new hires, promotions and transfers; loss of personnel; a change in the availability of women and minorities in the relevant job market; and/or a combination of factors.

The University of Iowa sets annual hiring goals when underrepresentation of women or minorities is identified within a department or job group. Hiring goals are calculated as the total number of hires by the estimated availability percentage of the underrepresented group, rounded to the nearest whole number as goals are established in terms of individuals. Therefore, some underrepresented areas may not have goals established if the level of hiring activity by the estimated availability is insufficient to yield a rounded hiring goal of at least one individual. Goals are initially set at the beginning of the data year based on anticipated hiring activity and are adjusted at the close of the data year to reflect the actual rate of hiring activity.

### **B. Hiring Goals for the 2009-10 Data Year**

After adjusting to reflect the actual rate of hiring, annual hiring goals for the 2010-11 data year totaled 88 women and 8 minorities. The goals were compared to the number of actual hires in each underrepresented department or job group to determine whether the goals were met. While hiring goals were achieved in some departments/job groups, underrepresentation of women and minorities remains in other areas. With all underrepresented departments and job groups aggregated, the University was underrepresented by 281 women (1.8%) and by 152 minorities (1.0%) as of November 1, 2011.

The following tables show departments/job groups in which underrepresentation was identified as of November 1, 2010; the hiring goals in those departments/job groups (as adjusted to reflect the actual rate of hiring) for 2010-11; and whether these goals were met.

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<sup>7</sup> Statistical analyses are conducted for each faculty department and staff job group; if the difference between the estimated availability and the actual workforce percentage meets or exceeds two standard deviations, the department or job group is identified as underrepresented.

**Table X**  
**Progress Toward Annual Hiring Goals for Faculty, Data Year 2010-11**

College	Department	Number of New Hires	Women			Minorities		
			Hiring Goal for Women	Total Women Hired	Was Goal Met?	Hiring Goal for Minorities	Total Minorities Hired	Was Goal Met?
<b>POA 2: Tenured/Tenure Track Faculty</b>								
Education	Teaching & Learning	5	4	4	Yes			
Liberal Arts & Sciences	Psychology	4	2	1	Partially			
Carver College of Medicine	Internal Medicine	1	0	0	n/a *			
	Pediatrics	4	2	2	Yes			
	Radiology	2	1	1	Yes			
<b>POA 3: Non-Tenure Tenure Track Faculty</b>								
Carver College of Medicine	Anatomy & Cell Biology	3	1	1	Yes			

\* n/a: Although underrepresentation was identified within the department, the actual rate of new hires by the estimated availability was not sufficient to yield a hiring goal of at least one individual.

**Table XI  
Progress Toward Annual Hiring Goals for Staff, Data Year 2010-11**

Job Group	Number of New Hires	Women			Minorities		
		Hiring Goal for Women	Total Women Hired	Was Goal Met?	Hiring Goal for Minorities	Total Minorities Hired	Was Goal Met?
1A	1	1	0	No			
1D	15	5	5	Yes	2	0	No
3A	18	13	13	Yes			
3C	47				3	3	Yes
3D	2				0	1	Yes
3E	17	6	4	Partially			
3F	2	1	1	Yes			
3H	3				0	1	Yes
3J	9				0	1	Yes
3N	1				0	1	Yes
3O	0				0	0	n/a *
3T	4				0	1	Yes
3U	2	1	2	Yes			
3V	15				3	1	Partially
3Z	0	0	0	n/a *			
4B	13				0	2	Yes
4K	8	3	1	Partially			
5A	7	4	0	No			
5E	1	1	1	Yes	0	0	n/a *
5G	25	19	15	Partially			
6C	18	2	0	No			
7B	5	2	2	Yes			
7E	9	4	1	Partially			
7F	1				0	0	n/a*
7I	1	0	1	Yes			
7J	7	3	5	Yes			
7O	17	13	8	Partially			

\* n/a: Although underrepresentation was identified within the job group, the actual rate of new hires by the estimated availability was not sufficient to yield a hiring goal of at least one individual.

**C. Hiring Goals for the 2011–12 Data Year**

Anticipated hiring goals for women and minorities for 2011-12, aggregated by Primary Occupational Activity group, are shown in the table below.

**Table XII  
Annual Hiring Goals for Data Year 2009-10**

<b>Primary Occupational Activity Group</b>	<b>Women Total Hiring Goals</b>	<b>Minorities Total Hiring Goals</b>
1 Executive, Administrative, and Managerial Staff		3
2 Tenured/Tenure Track Faculty	10	
4 Professional & Scientific Staff	15	40
5 Secretarial and Clerical Staff	3	
6 Technical and Paraprofessional Staff	24	
7 Skilled Crafts Staff	2	
8 Service and Maintenance Staff	136	2
<b>Total</b>	<b>190</b>	<b>45</b>

Note: Blank cells indicate that goals were not established, either because no underrepresentation was identified or because the estimated availability by the anticipated rate of hiring was insufficient to yield a rounded hiring goal of at least one individual.

**VI. FIVE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:  
2006 - 2011**

**A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/Ethnicity, 2006 – 2011**

*Overall Changes.* The University of Iowa workforce has increased by 1,093 individuals (7.5 percent) over the last five years, from 14,536 in 2006 to 15,629 in 2011. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease was among Secretarial and Clerical Staff.

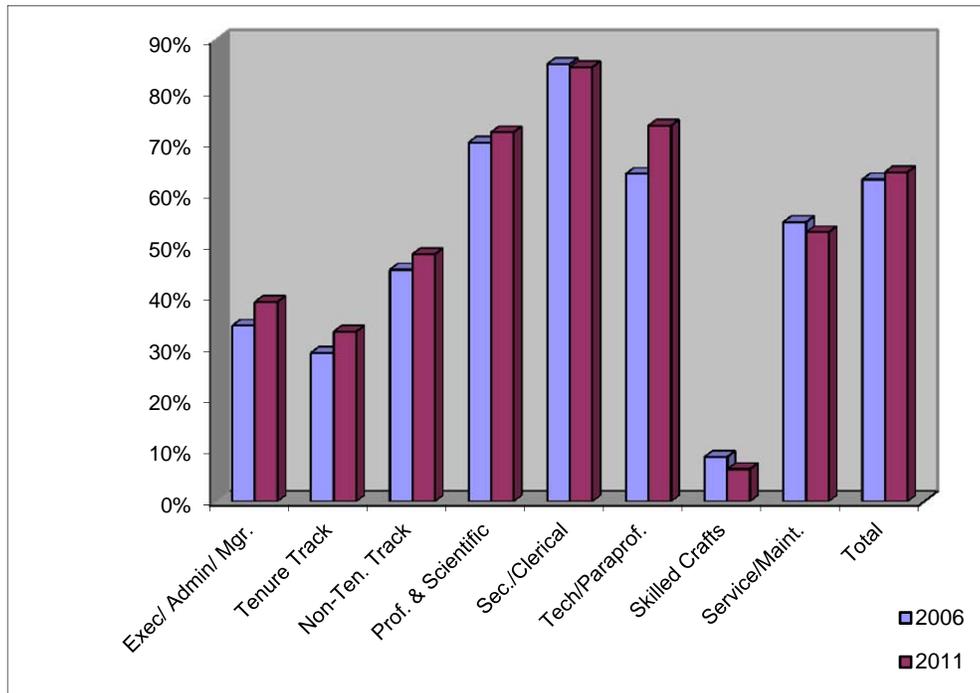
*Gender.* The number of women in the workforce increased by 9.6 percent in the five-year period, with the largest proportional increase in Technical and Paraprofessional Staff and the largest net increase in Professional and Scientific Staff. The largest proportional decrease was among Skilled Crafts Staff, and the largest net decrease was among Secretarial and Clerical Staff.

The following table and chart provide more details of the University's workforce on October 1, 2006 and on November 1, 2011 by POA group and gender.

**Table XIII  
Faculty and Staff by Primary Occupational Activity Group and Gender  
October 1, 2006 – November 1, 2011**

Primary Occupational Activity Group	2006		2011		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	350	120 34.3 %	352	137 38.9 %	+ 2 + 0.6 %	+ 17 + 14.2 %
2 Tenured/Tenure Track Faculty	1,495	434 29.0 %	1,450	480 33.1 %	- 45 - 3.0%	+ 46 + 10.6 %
3 Non-Tenure Track Faculty	591	267 45.2 %	852	411 48.2 %	+ 261 + 44.2 %	+ 144 + 53.9 %
4 Professional & Scientific Staff	6,820	4,775 70.0 %	8,057	5,763 71.5 %	+ 1,237 + 18.1 %	+ 988 + 20.7 %
5 Secretarial and Clerical Staff	2,606	2,222 85.3 %	2,108	1,785 84.7 %	- 498 - 19.1 %	- 437 - 19.7 %
6 Technical and Paraprofessional Staff	451	288 63.9 %	617	452 73.3 %	+ 166 + 36.8 %	+ 164 + 56.9 %
7 Skilled Crafts Staff	404	35 8.7 %	364	23 6.3 %	- 40 - 9.9 %	- 12 - 34.3 %
8 Service and Maintenance Staff	1,819	992 54.5 %	1,829	960 52.5 %	+ 10 + 0.5 %	- 32 - 3.2 %
<b>Total</b>	<b>14,536</b>	<b>9,133 62.8 %</b>	<b>15,629</b>	<b>10,011 64.1 %</b>	<b>+ 1,093 + 7.5 %</b>	<b>+ 878 + 9.6 %</b>

**Figure 17**  
**Female Faculty and Staff by Primary Occupational Activity Group**  
**October 1, 2006 – November 1, 2011**



*Race/Ethnicity.* Race/ethnicity is self-reported by employees to the University at the time of application and/or appointment; this personal data may be updated and/or corrected by the employee at any time. Due to changes by the federal government in requirements for reporting employees' race and ethnicity, the University requested employees to update their self-reported demographic information in the fall of 2010 using the new federal categories. Key changes include:

- There are now two separate questions regarding race and Hispanic/Latino ethnicity. Employees who indicate that their ethnicity is Hispanic/Latino are reported as Hispanic/Latino, regardless of the race category or categories they indicate, and are included among racial/ethnic minorities for analytical purposes.
- Employees may select one or more of the following race categories: American Indian/Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White. Formerly, Asian/Pacific Islander had been a single category. Employees who select two or more races are included among racial/ethnic minorities for analytical purposes.

From October 1, 2006 to November 1, 2011, overall racial/ethnic minority representation increased by 26.9 percent, with notable gains among Non-Tenure Track Faculty, Technical and Paraprofessional Staff, and Professional and Scientific Staff. The total numbers of employees in each racial/ethnic group increased during this time period.<sup>8</sup>

Changes in the racial/ethnic composition of The University of Iowa's workforce from October 1, 2006 to November 1, 2011 are detailed in the table and charts on the following pages.

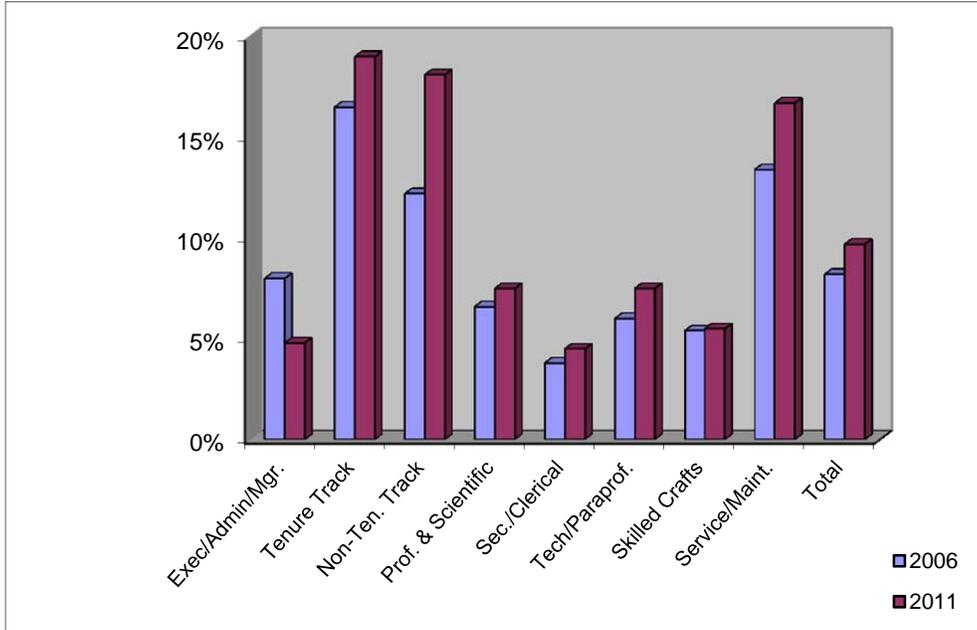
<sup>8</sup> In 2011, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian.

**Table XIV**  
**Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity \***  
**October 1, 2006 – November 1, 2011**

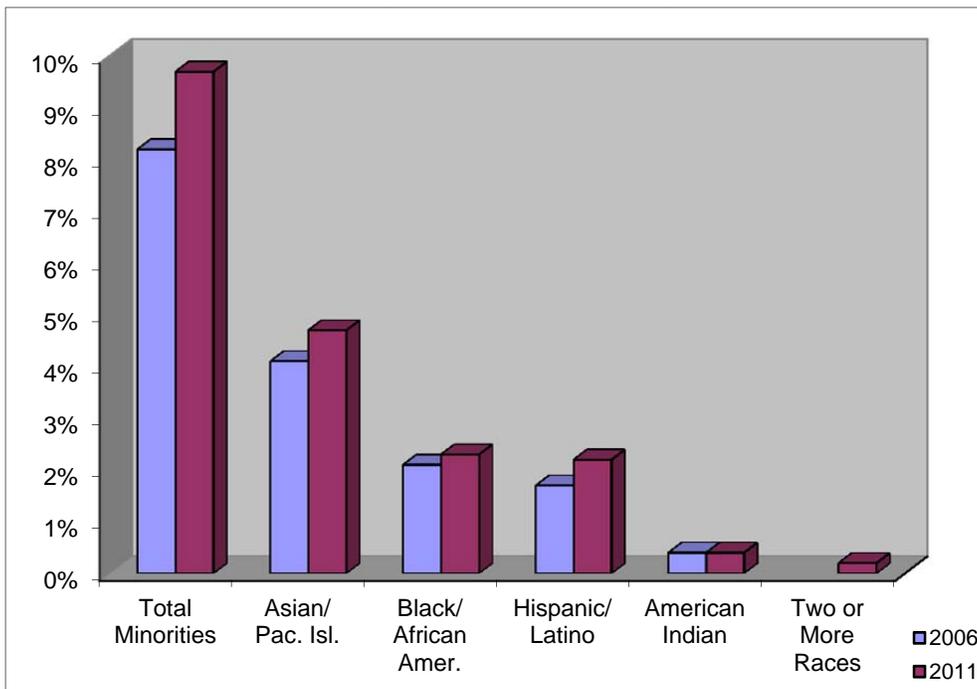
Primary Occupational Activity Group	2006							2011							Net Change							
	Total	Total Minorities	Asian/Pacific Islander	Black/African Amer.	Hispanic/Latino	Amer. Indian/Alaska Native		Total	Total Minorities	Asian	Black/African Amer.	Hispanic/Latino	Amer. Indian/Alaska Native	Two or More Races		Total	Total Minorities	Asian	Black/African Amer.	Hispanic/Latino	Amer. Indian/Alaska Native	Two or More Races
1 Executive, Administrative, & Managerial Staff	350	28 8.0%	8 2.3%	14 4.0%	4 1.1%	2 0.6%		352	17 4.8%	2 0.6%	7 2.0%	5 1.4%	1 0.3%	2 0.6%		+2 +0.6%	-11 -39.3%	-6 -75.0%	-7 -50.0%	+1 +25.0%	-1 -50.0%	+2 n/a
2 Tenured/Tenure Track Faculty	1,495	247 16.5%	160 10.7%	33 2.2%	48 3.2%	6 0.4%		1,450	276 19.0%	170 11.7%	39 2.7%	54 3.7%	7 0.5%	6 0.4%		-45 -3.0%	+29 +11.7%	+10 +6.3%	+6 +18.2%	+6 +12.5%	+1 +16.7%	+6 n/a
3 Non-Tenure Track Faculty	591	72 12.2%	44 7.4%	12 2.0%	14 2.4%	2 0.3%		852	154 18.1%	104 12.2%	19 2.2%	26 3.1%	3 0.4%	2 0.2%		+261 +44.2%	+82 +113.9%	+60 +136.4%	+7 +58.3%	+12 +85.7%	+1 +50.0%	+2 n/a
4 Professional & Scientific Staff	6,820	449 6.6%	268 3.9%	84 1.2%	85 1.2%	12 0.2%		8,057	595 7.4%	341 4.2%	97 1.2%	128 1.6%	16 0.2%	13 0.2%		+1,237 +18.1%	+146 +32.5%	+73 +27.2%	+13 +15.5%	+43 +50.6%	+4 +33.3%	+13 n/a
5 Secretarial & Clerical Staff	2,606	100 3.8%	30 1.2%	40 1.5%	22 0.8%	8 0.3%		2,108	95 4.5%	22 1.0%	37 1.8%	27 1.3%	8 0.4%	1 <0.1%		-498 -19.1%	-5 -5.0%	-8 -26.7%	-3 -7.5%	+5 +22.7%	0	+1 n/a
6 Technical & Paraprofessional Staff	451	27 6.0%	13 2.9%	6 1.3%	7 1.6%	1 0.2%		617	46 7.5%	10 1.6%	14 2.3%	18 2.9%	3 0.5%	1 0.2%		+166 +36.8%	+19 +70.4%	-3 -23.1%	+8 +133.3%	+11 +157.1%	+2 +200.0%	+1 n/a
7 Skilled Crafts Staff	404	22 5.4%	0	7 1.7%	8 2.0%	7 1.7%		364	20 5.5%	1 0.3%	7 1.9%	6 1.6%	6 1.6%	0		-40 -9.9%	-2 -9.1%	+1 n/a	0	-2 -25.0%	-1 -14.3%	0 n/a
8 Service & Maintenance Staff	1,819	244 13.4%	66 3.6%	103 5.7%	56 3.1%	19 1.0%		1,829	306 16.7%	75 4.1%	135 7.4%	74 4.0%	18 1.0%	4 0.2%		+10 +0.5%	+62 +25.4%	+9 +13.6%	+32 +31.1%	+18 +32.1%	-1 -5.3%	+4 n/a
<b>Total</b>	<b>14,536</b>	<b>1,189 8.2%</b>	<b>589 4.1%</b>	<b>299 2.1%</b>	<b>244 1.7%</b>	<b>57 0.4%</b>		<b>15,629</b>	<b>1,509 9.7%</b>	<b>725 4.6%</b>	<b>355 2.3%</b>	<b>338 2.2%</b>	<b>62 0.4%</b>	<b>29 0.2%</b>		<b>+1,093 +7.5%</b>	<b>+320 +26.9%</b>	<b>+136 +23.1%</b>	<b>+56 +18.7%</b>	<b>+94 +38.5%</b>	<b>+5 +8.8%</b>	<b>+29 n/a</b>

\* In 2011, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category beginning in 2010.

**Figure 18**  
**Minority Faculty and Staff by Primary Occupational Activity Group**  
**October 1, 2006 – November 1, 2011**



**Figure 19**  
**Total Workforce by Race/Ethnicity \***  
**October 1, 2006 – November 1, 2011**



\* In 2011, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category beginning in 2010.

## B. Faculty and Staff by Disability and Veteran Status, 2006 – 2011

Employees self-report disability and veteran status to the University at the time of appointment, and may update or correct this information at any time. During the five-year period, the number of faculty and staff who reported having disabilities increased from 85 to 98, a change of 15.3 percent.

The number of faculty and staff who self-identified as disabled veterans increased by 11 (47.8 percent). In 2009, the University modified the categories of veteran status to comply with changes in reporting requirements to the U.S. Department of Labor. As a result, direct comparisons between 2006 and 2011 data are not possible for several of the veteran categories. The changes are as follows:

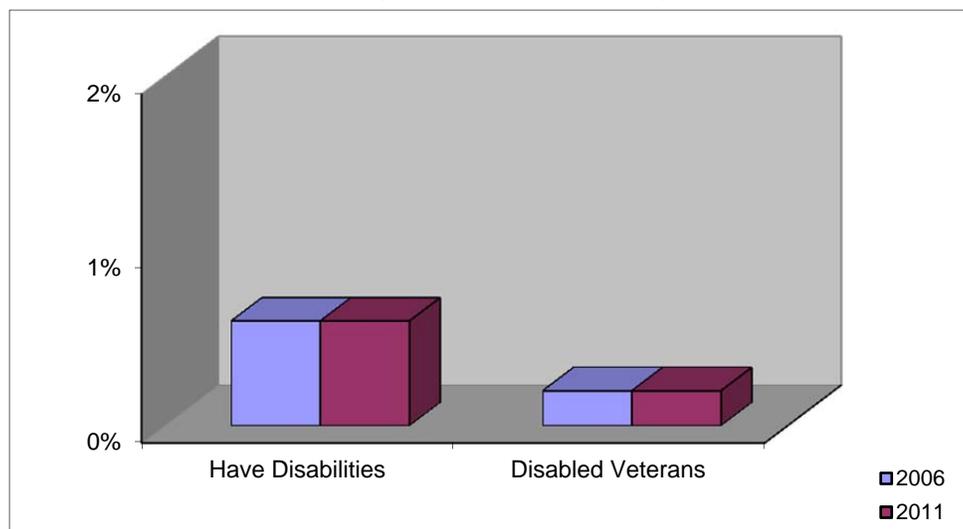
- “Vietnam-era veteran” is no longer collected
- “Other eligible veteran” has been expanded and now includes many veterans previously reported as Vietnam-era veterans
- “Armed Forces Service Medal veterans” has been added
- “Recently separated veterans” includes those individuals whose discharge date from military service was in the previous three years

The following table and chart indicate the number of faculty and staff who self-reported disabilities and veteran status in 2006 and 2011.

**Table XV**  
**Faculty and Staff by Disability and Veteran Status**  
**October 1, 2006 – November 1, 2011**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Vietnam-Era Veterans	Other Eligible Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2006	14,536	85 0.6 %	23 0.2 %	347 2.4 %	321 2.2 %	n/a	n/a
2011	15,629	98 0.6 %	34 0.2 %	n/a	532 3.4 %	66 0.4 %	5 <0.1 %
Net Change	+ 1,093 + 7.5 %	+ 13 + 15.3 %	+ 11 + 47.8 %	n/a	+ 211 + 65.7 %	n/a	n/a

**Figure 20**  
**Faculty and Staff by Disability and Veteran Status**  
**October 1, 2006 – November 1, 2011**



**C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 2006 – 2011**

The University has experienced a net decrease of 45 tenured/tenure track faculty (3.0 percent) since October 1, 2006. During this five-year period, the number of female tenured/tenure track faculty increased by 46 (10.6 percent) and the number of minorities increased by 29 (11.7 percent). The largest net gain in the minority tenure track faculty was among Asians (10 faculty or 6.3 percent) and the largest proportional gain was among Blacks/African Americans (6 faculty or 18.2 percent).

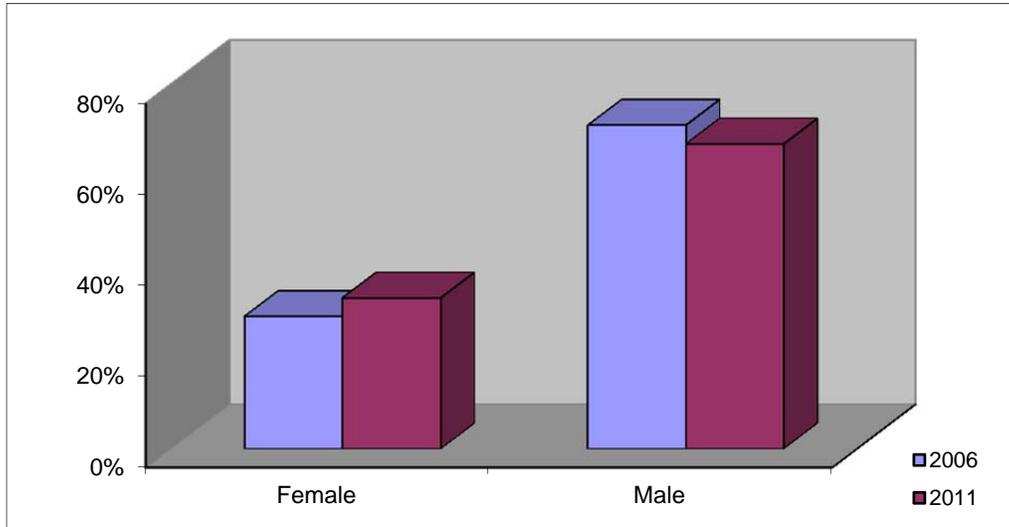
The following table and charts indicate the gender and racial/ethnic representation among the tenured/tenure track faculty in October 2006 and in November 2011.

**Table XVI**  
**Tenured/Tenure Track Faculty by Gender and Race/Ethnicity \***  
**October 1, 2006 – November 1, 2011**

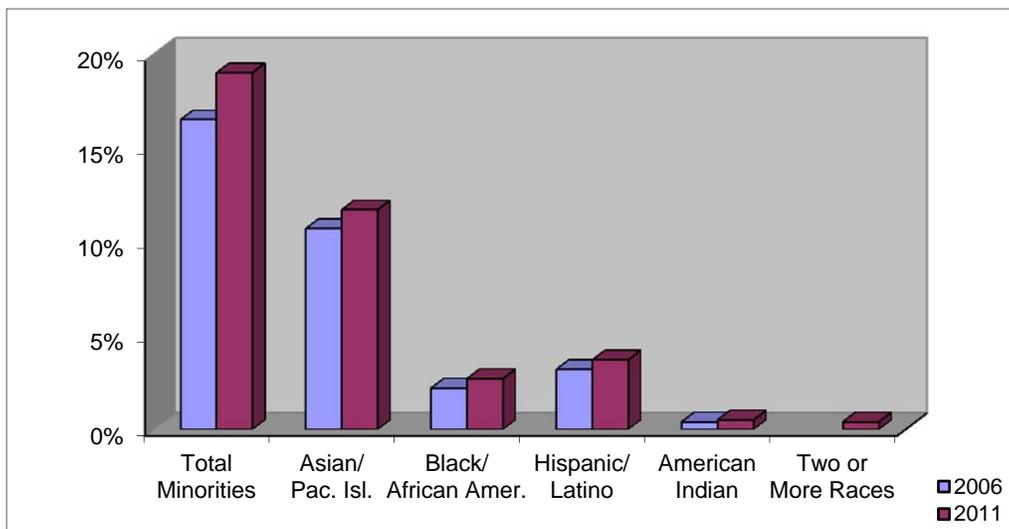
Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2006	1,495	434 29.0 %	247 16.5 %	160 10.7 %	33 2.2 %	48 3.2 %	6 0.4 %	n/a
2011	1,450	480 33.1 %	276 19.0 %	170 11.7 %	39 2.7 %	54 3.7 %	7 0.5 %	6 0.4 %
Net Change	- 45 - 3.0 %	+ 46 + 10.6 %	+ 29 + 11.7 %	+ 10 + 6.3 %	+ 6 + 18.2 %	+ 6 + 12.5 %	+ 1 + 16.7 %	+6 n/a

\* In 2011, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category beginning in 2010.

**Figure 21**  
**Tenured/Tenure Track Faculty by Gender**  
**October 1, 2006 – November 1, 2011**



**Figure 22**  
**Tenured/Tenure Track Faculty by Race/Ethnicity\***  
**October 1, 2006 – November 1, 2011**



\* In 2011, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category beginning in 2010.

#### D. Clinical Track Faculty by Gender and Race/Ethnicity, 2006 - 2011

There has been significant growth over the last five years in the number of clinical track faculty. Faculty appointed to clinical track positions are included in POA Group 3, Non-Tenure Track Faculty. The growth in the number of non-tenure track faculty is directly related to the increased number of clinical track appointments.

The clinical track faculty increased from 390 in 2006 to 544 in 2011, an increase of 39.5 percent over the five-year period. The number of women on the clinical track has increased by 58.6 percent, and the number of minorities has more than doubled.

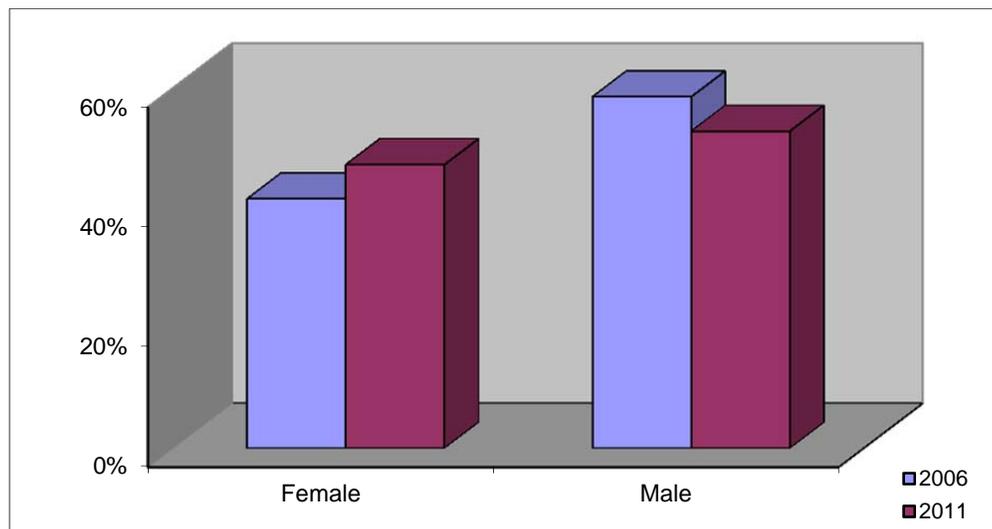
The table and charts on the following pages illustrate the growth of the clinical track over the last five years and the representation of women and minorities on the clinical track.

**Table XVII**  
**Clinical Track Faculty by Gender and Race/Ethnicity \***  
**October 1, 2006 – November 1, 2011**

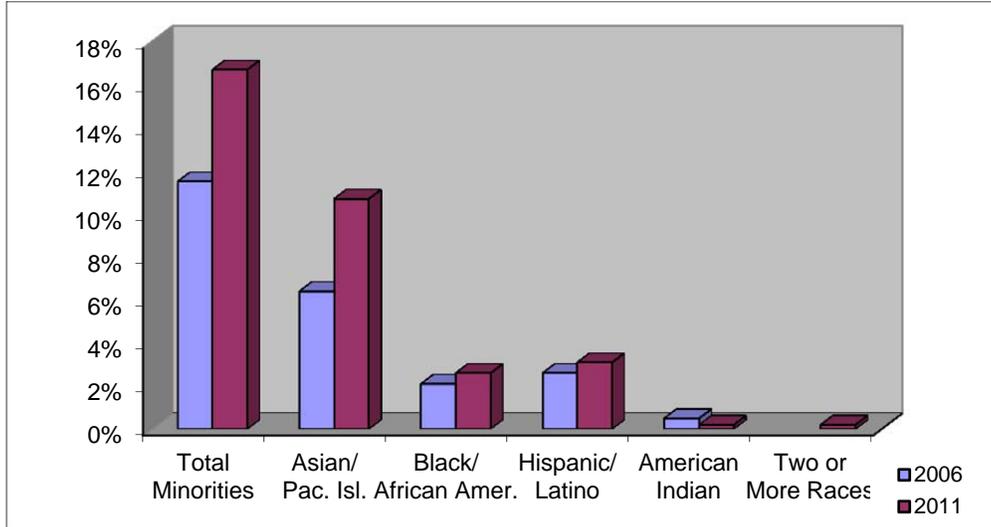
Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2006	390	162 41.5 %	45 11.5 %	25 6.4 %	8 2.1 %	10 2.6 %	2 0.5 %	n/a
2011	544	257 47.2 %	91 16.7 %	58 10.7 %	14 2.6 %	17 3.1 %	1 0.2 %	1 0.2 %
Net Change	+ 154 + 39.5 %	+ 95 + 58.6 %	+ 46 + 102.2 %	+ 33 + 132.0 %	+ 6 + 75.0 %	+ 7 + 70.0 %	- 1 - 50.0 %	+ 1 n/a

\* In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category in 2010.

**Figure 23**  
**Clinical Track Faculty by Gender**  
**October 1, 2006 – November 1, 2011**



**Figure 24**  
**Clinical Track Faculty by Race/Ethnicity \***  
**October 1, 2006 – November 1, 2011**



\* In 2011, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category beginning in 2010.

**VII. TEN-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:  
2001 - 2011**

**A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/Ethnicity, 2001 - 2011**

*Overall Changes.* Over the last ten years, The University of Iowa workforce has increased by 14.8 percent, from 13,616 in 2001 to 15,629 in 2011. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was among Professional and Scientific Staff. The greatest proportional and net decrease was in Secretarial and Clerical Staff.

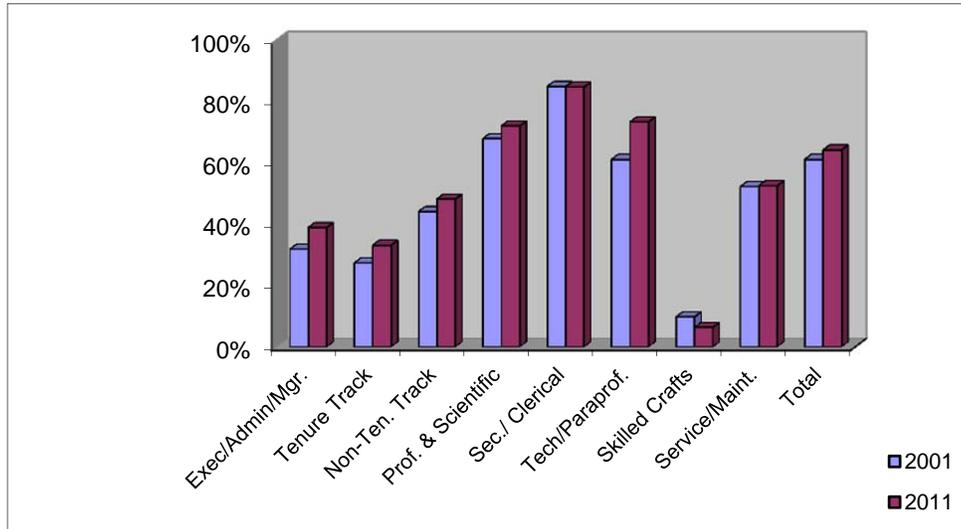
*Gender.* The number of women in the workforce has increased by 20.3 percent overall, with the largest proportional increase in Non-Tenure Track Faculty and the largest net increase in Professional and Scientific Staff. The POA group with the largest proportional decrease was Skilled Crafts Staff and the largest net decrease was among Secretarial and Clerical Staff.

The following table and chart compare the University's workforce on October 1, 2001 to that on November 1, 2011 by POA group and gender.

**Table XVIII  
Faculty and Staff by Primary Occupational Activity Group and Gender  
October 1, 2001 – November 1, 2011**

Primary Occupational Activity Group	2001		2011		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	286	91 31.8 %	352	137 38.9 %	+ 66 + 23.1 %	+ 46 +50.5 %
2 Tenured/Tenure Track Faculty	1,543	421 27.3 %	1,450	480 33.1 %	- 93 - 6.0 %	+ 59 + 14.0 %
3 Non-Tenure Track Faculty	512	226 44.1 %	852	411 48.2 %	+ 340 + 66.4 %	+ 185 + 81.9 %
4 Professional & Scientific Staff	5,856	3,979 67.9 %	8,057	5,763 71.5 %	+ 2,201 + 37.6 %	+ 1,784 + 44.8 %
5 Secretarial and Clerical Staff	2,776	2,357 84.9 %	2,108	1,785 84.7 %	- 668 - 24.1 %	- 572 - 24.3 %
6 Technical and Paraprofessional Staff	509	311 61.1 %	617	452 73.3 %	+ 108 + 21.2 %	+ 141 + 45.3 %
7 Skilled Crafts Staff	421	41 9.7 %	364	23 6.3 %	- 57 - 13.5 %	- 18 - 43.9 %
8 Service and Maintenance Staff	1,713	894 52.2 %	1,829	960 52.5 %	+ 116 + 6.8 %	+ 66 + 7.4 %
<b>Total</b>	<b>13,616</b>	<b>8,320 61.1%</b>	<b>15,629</b>	<b>10,011 64.1 %</b>	<b>+ 2,013 + 14.8 %</b>	<b>+ 1,691 + 20.3 %</b>

**Figure 25**  
**Female Faculty and Staff by Primary Occupational Activity Group**  
**October 1, 2001 – November 1, 2011**



*Race/Ethnicity.* Race/ethnicity is self-reported by employees to the University at the time of application and/or appointment; this personal data may be updated and/or corrected by the employee at any time. Due to changes by the federal government in requirements for reporting employees' race and ethnicity, the University requested employees to update their self-reported demographic information in the fall of 2010 using the new federal categories. Key changes include:

- There are now two separate questions regarding race and Hispanic/Latino ethnicity. Employees who indicate that their ethnicity is Hispanic/Latino are reported as Hispanic/Latino, regardless of the race category or categories they indicate, and are included among racial/ethnic minorities for analytical purposes.
- Employees may select one or more of the following race categories: American Indian/Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White. Formerly, Asian/Pacific Islander had been a single category. Employees who select two or more races are included among racial/ethnic minorities for analytical purposes.

Since 2001, racial/ethnic minority representation in the workforce has increased by 46.2 percent overall, with increases in the numbers of Asians, Hispanics/Latinos, and Blacks/African Americans.<sup>9</sup> The number of American Indians decreased by 10 individuals or 13.9 percent. The largest proportional increase was among Technical and Paraprofessional Staff and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease was among Secretarial and Clerical Staff

The following table and charts provide more detail about the number of minority faculty and staff by race/ethnicity and POA group on October 1, 2001 and November 1, 2011.

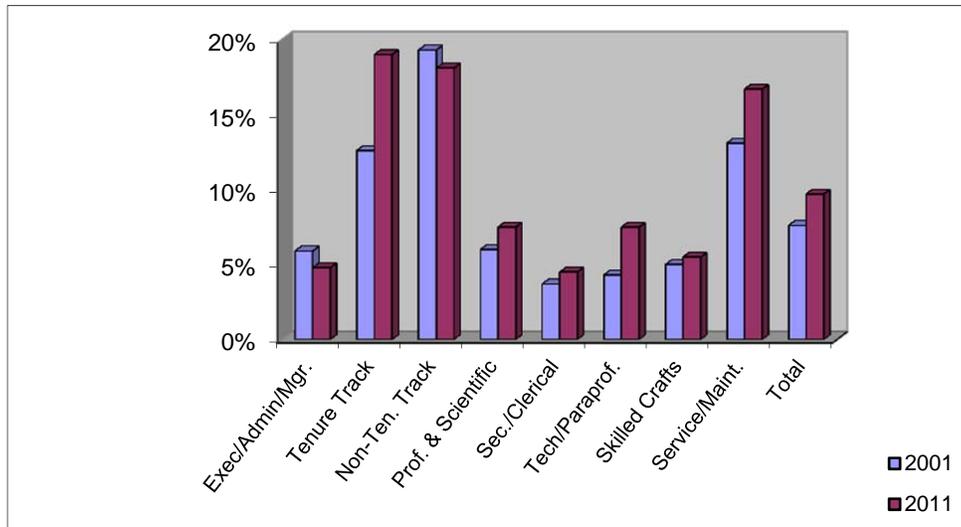
<sup>9</sup> In 2011, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category beginning in 2010.

**Table XIX**  
**Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity \***  
**October 1, 2001 – November 1, 2011**

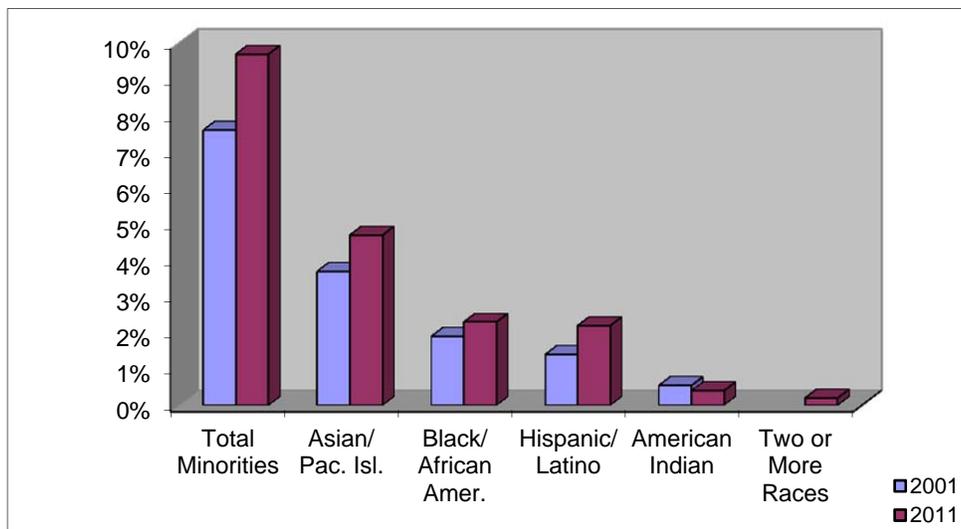
Primary Occupational Activity Group	2001							2011							Net Change						
	Total	Total Minorities	Asian/Pacific Islander	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native		Total	Total Minorities	Asian	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races		Total	Total Minorities	Asian	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native
1 Executive, Administrative, & Managerial Staff	286	17 5.9%	5 1.7%	9 3.1%	2 0.7%	1 0.3%		352	17 4.8%	2 0.6%	7 2.0%	5 1.4%	1 0.3%	2 0.6%	+ 66 + 23.1 %	0	-3 -60.0%	-2 -22.2%	+3 +150.0%	0	+2 n/a
2 Tenured/ Tenure Track Faculty	1,543	195 12.6%	125 8.1%	27 1.7%	40 2.6%	3 0.2%		1,450	276 19.0%	170 11.7%	39 2.7%	54 3.7%	7 0.5%	6 0.4%	- 93 - 6.0 %	+81 +41.5%	+45 +36.0%	+12 +44.4%	+14 +35.0%	+4 +133.3 %	+6 n/a
3 Non-Tenure Track Faculty	512	99 19.3%	70 13.7%	9 1.8%	18 3.5%	2 0.4%		852	154 18.1%	104 12.2%	19 2.2%	26 3.1%	3 0.4%	2 0.2%	+ 340 + 66.4 %	+55 +55.6%	+34 +48.6%	+10 +111.1%	+8 +44.4%	+1 +50.0%	+2 n/a
4 Professional & Scientific Staff	5,856	351 6.0%	197 3.4%	71 1.2%	66 1.1%	17 0.3%		8,057	595 7.4%	341 4.2%	97 1.2%	128 1.6%	16 0.2%	13 0.2%	+ 2,201 + 37.6 %	+244 +69.5%	+144 +73.1%	+26 +36.6%	+62 +93.9%	-1 -5.9%	+13 n/a
5 Secretarial & Clerical Staff	2,776	102 3.7%	34 1.2%	33 1.2%	16 0.6%	19 0.7%		2,108	95 4.5%	22 1.0%	37 1.8%	27 1.3%	8 0.4%	1 <0.1 %	- 668 - 24.1 %	-7 -6.9%	-12 -35.3%	+4 +12.1%	+11 +68.8%	-11 -57.9%	+1 n/a
6 Technical & Paraprofessional Staff	509	22 4.3%	11 2.2%	5 1.0%	5 1.0%	1 0.2%		617	46 7.5%	10 1.6%	14 2.3%	18 2.9%	3 0.5%	1 0.2%	+ 108 + 21.2 %	+24 +109.1%	-1 -9.1%	+9 +180.0%	+13 +260.0%	+2 +200.0 %	+1 n/a
7 Skilled Crafts Staff	421	21 5.0%	0	7 1.7%	7 1.7%	7 1.7%		364	20 5.5%	1 0.3%	7 1.9%	6 1.6%	6 1.6%	0	- 57 - 13.5 %	-1 -4.8%	+1 n/a	0	-1 -14.3%	-1 -14.3%	0 n/a
8 Service & Maintenance Staff	1,713	225 13.1%	66 3.9%	95 5.5%	42 2.5%	22 1.3%		1,829	306 16.7%	75 4.1%	135 7.4%	74 4.0%	18 1.0%	4 0.2%	+ 116 + 6.8 %	+81 +36.0%	+9 +13.6%	+40 +42.1%	+32 +76.2%	-4 -18.2%	+4 n/a
<b>Total</b>	<b>13,616</b>	<b>1,032 7.6%</b>	<b>508 3.7%</b>	<b>256 1.9%</b>	<b>196 1.4%</b>	<b>72 0.5%</b>		<b>15,629</b>	<b>1,509 9.7%</b>	<b>725 4.6%</b>	<b>355 2.3%</b>	<b>338 2.2%</b>	<b>62 0.4%</b>	<b>29 0.2%</b>	<b>+ 2,013 + 14.8 %</b>	<b>+477 +46.2%</b>	<b>+217 +42.7%</b>	<b>+99 +38.7%</b>	<b>+142 +72.4%</b>	<b>-10 -13.9%</b>	<b>+29 n/a</b>

\* In 2011, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category beginning in 2010.

**Figure 26**  
**Minority Faculty and Staff by Primary Occupational Activity Group**  
**October 1, 2001 – November 1, 2011**



**Figure 27**  
**Total Workforce by Race/Ethnicity \***  
**October 1, 2001 – November 1, 2011**



\* In 2011, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category beginning in 2010.

**B. Faculty and Staff by Disability and Veteran Status, 2001 – 2011**

Employees self-report disability and veteran status to the University at the time of appointment, and may update or correct this information at any time. Since 2001, the number of faculty and staff who reported having a disability has decreased by 3.9 percent (4 individuals).

The number of faculty and staff who self-identified as disabled veterans did not change. In 2009, the University modified the categories of veteran status to comply with changes in reporting requirements to the U.S. Department of Labor. As a result, direct comparisons between 2001 and 2011 data are not possible for several of the veteran categories. The changes are as follows:

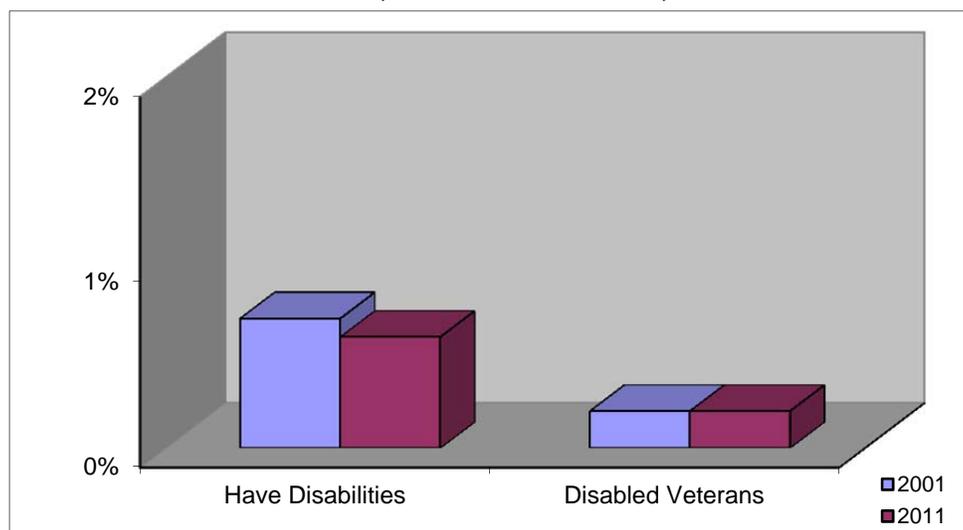
- “Vietnam-era veteran” is no longer collected
- “Other eligible veteran” has been expanded and now includes many veterans previously reported as Vietnam-era veterans
- “Armed Forces Service Medal veterans” has been added
- “Recently separated veterans” includes those individuals whose discharge date from military service was in the previous three years

The following table and chart indicate the number of faculty and staff who self-reported disabilities and veteran status in 2001 and 2011.

**Table XX**  
**Faculty and Staff by Disability and Veteran Status**  
**October 1, 2001 – November 1, 2011**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Vietnam-Era Veterans	Other Eligible Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2001	13,616	102 0.7 %	34 0.2 %	344 2.5 %	309 2.3 %	n/a	n/a
2011	15,629	98 0.6 %	34 0.2 %	n/a	532 3.4 %	66 0.4 %	5 <0.1 %
Net Change	+ 2,013 + 14.8 %	- 4 - 3.9 %	0	n/a	n/a	n/a	n/a

**Figure 28**  
**Faculty and Staff by Disability and Veteran Status**  
**October 1, 2001 – November 1, 2011**



### C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 2001 – 2011

The number of tenured/tenure track faculty decreased by 93 individuals (6.0 percent) over the ten-year period, from 1,543 in 2001 to 1,450 in 2011. However, the numbers of female and racial/ethnic minority tenured/tenure track faculty increased over this time period, women by 14.0 percent and minorities by 41.5 percent. The largest increase in minority tenured/tenure track faculty occurred among Asians (45 individuals or 36.0 percent). There were also increases in the numbers of Hispanics/Latinos (14 individuals or 35.0 percent), Blacks/African Americans (12 individuals or 44.4 percent), and American Indians (4 individuals or 133.3 percent) on the tenure track faculty.

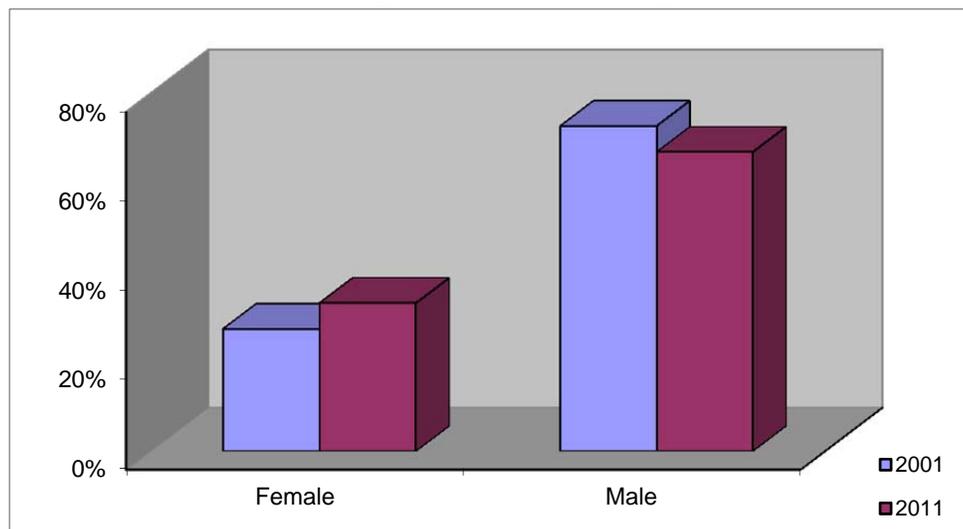
The following table and charts indicate the gender and racial/ethnic representation among the tenured/tenure track faculty in October 2001 and in November 2011.

**Table XXI**  
**Tenured/Tenure Track Faculty by Gender and Race/Ethnicity \***  
**October 1, 2001 – November 1, 2011**

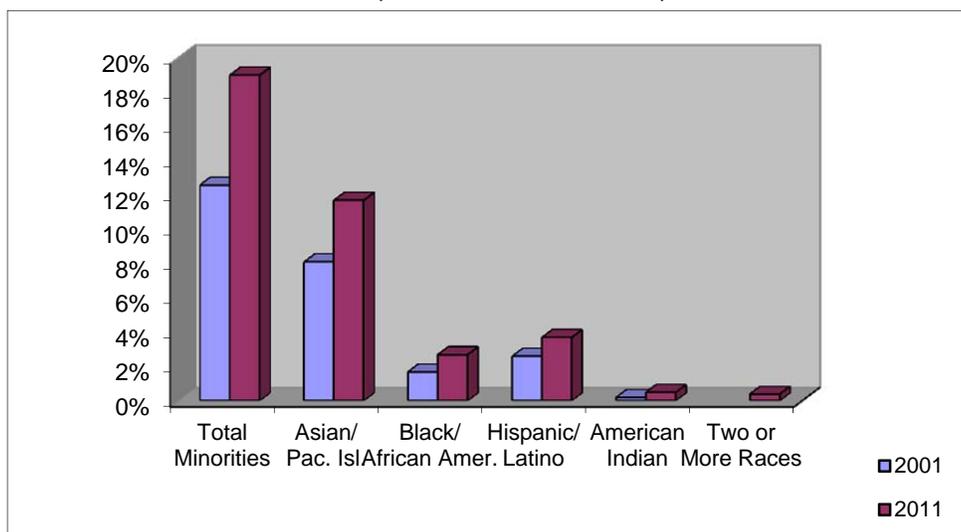
Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2001	1,543	421 27.3 %	195 12.6 %	125 8.1 %	27 1.7 %	40 2.6 %	3 0.2 %	n/a
2011	1,450	480 33.1 %	276 19.0 %	170 11.7 %	39 2.7 %	54 3.7 %	7 0.5 %	6 0.4 %
Net Change	- 93 - 6.0 %	+ 59 + 14.0 %	+ 81 + 41.5 %	+ 45 + 36.0 %	+ 12 + 44.4 %	+ 14 + 35.0 %	+ 4 + 133.3 %	+ 6 n/a

\* In 2011, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category beginning in 2010.

**Figure 29**  
**Tenured/Tenure Track Faculty by Gender**  
**October 1, 2001 – November 1, 2011**



**Figure 30  
Tenured/Tenure Track Faculty by Race/Ethnicity \*  
October 1, 2001 – November 1, 2011**



\* In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category in 2010.

**D. Clinical Track Faculty by Gender and Race/Ethnicity, 2001 – 2011**

The clinical track faculty has grown by 86.3 percent in the last ten years, from 292 faculty in 2001 to 544 in 2011. Faculty appointed to clinical track positions are counted among the Non-Tenure Track Faculty POA group. The growth in the number of non-tenure track faculty is directly related to the increased number of clinical track appointments.

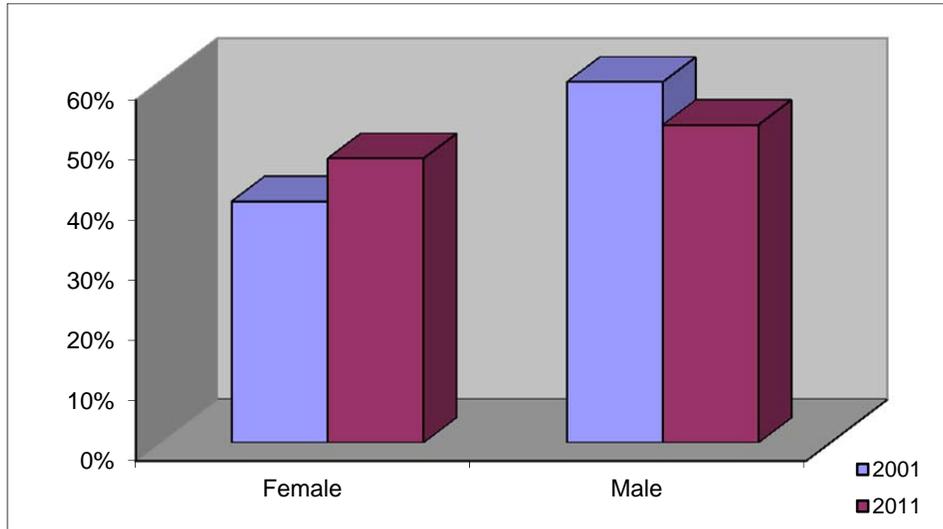
The number of women on the clinical track increased from 117 (40.1 percent) in 2001 to 233 (47.2 percent) in 2011. Over the ten-year period, the number of minorities on the clinical track increased from 30 individuals (10.3 percent) to 91 individuals (16.7 percent). The following table and charts illustrate the representation of women and minorities on the clinical track.

**Table XXII  
Clinical Track Faculty by Gender and Race/Ethnicity \*  
October 1, 2001 – November 1, 2011**

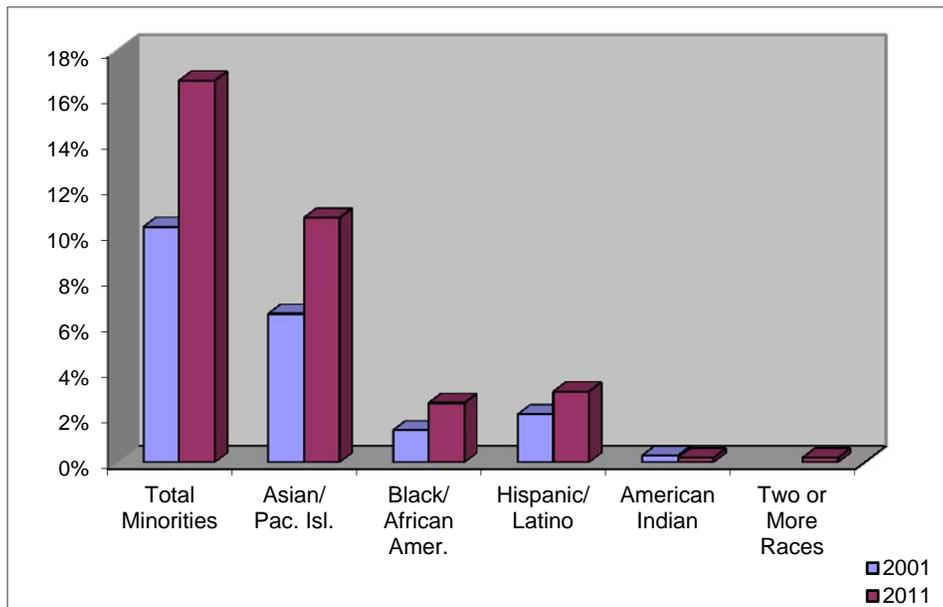
Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2001	292	117 40.1 %	30 10.3 %	19 6.5 %	4 1.4 %	6 2.1 %	1 0.3 %	n/a
2011	544	257 47.2 %	91 16.7 %	58 10.7 %	14 2.6 %	17 3.1 %	1 0.2 %	1 0.2 %
Net Change	+ 252 + 86.3 %	+ 140 + 119.7 %	+ 61 + 203.3 %	+ 39 + 205.3 %	+ 10 + 250.0 %	+ 11 + 183.3 %	0	+1 n/a

\* In 2011, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category beginning in 2010.

**Figure 31**  
**Clinical Track Faculty by Gender**  
**October 1, 2001 – November 1, 2011**



**Figure 32**  
**Clinical Track Faculty by Race/Ethnicity \***  
**October 1, 2001 – November 1, 2011**



\* In 2011, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category beginning in 2010.

## VIII. FIVE-YEAR AND TEN-YEAR COMPARISON SUMMARY

**Table XXIII**

**The University of Iowa Workforce by Primary Occupational Activity Group, Gender, and Minority Status in 2001, 2006, and 2011**

Primary Occupational Activity (POA) Group	September 30, 2001					September 30, 2006					October 31, 2011				
	Total Workforce	Women	% of Total	Minorities	% of Total	Total Workforce	Women	% of Total	Minorities	% of Total	Total Workforce	Women	% of Total	Minorities	% of Total
Executive, Administrative, and Managerial Staff	286	91	31.8%	17	5.9%	350	120	34.3%	28	8.0%	352	137	38.9%	17	4.8%
Tenured/Tenure Track Faculty	1,543	421	27.3%	195	12.6%	1,495	434	29.0%	247	16.5%	1,450	480	33.1%	276	19.0%
Non-Tenure Track Faculty	512	226	44.1%	99	19.3%	591	267	45.2%	72	12.2%	852	411	48.2%	154	18.1%
Professional and Scientific Staff	5,856	3,979	67.9%	351	6.0%	6,820	4,775	70.0%	449	6.6%	8,057	5,763	71.5%	595	7.4%
Secretarial and Clerical Staff	2,776	2,357	84.9%	102	3.7%	2,606	2,222	85.3%	100	3.8%	2,108	1,785	84.7%	95	4.5%
Technical and Paraprofessional Staff	509	311	61.1%	22	4.3%	451	288	63.9%	27	6.0%	617	452	73.3%	46	7.5%
Skilled Crafts Staff	421	41	9.7%	21	5.0%	404	35	8.7%	22	5.4%	364	23	6.3%	20	5.5%
Service and Maintenance Staff	1,713	894	52.2%	225	13.1%	1,819	992	54.5%	244	13.4%	1,829	960	52.5%	306	16.7%
<b>Total</b>	<b>13,616</b>	<b>8,320</b>	<b>61.1%</b>	<b>1,032</b>	<b>7.6%</b>	<b>14,536</b>	<b>9,133</b>	<b>62.8%</b>	<b>1,189</b>	<b>8.2%</b>	<b>15,629</b>	<b>10,011</b>	<b>64.1%</b>	<b>1,509</b>	<b>9.7%</b>

**IOWA STATE UNIVERSITY**

OF SCIENCE AND TECHNOLOGY

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**REPORT TO THE BOARD OF REGENTS  
STATE OF IOWA**

Annual Affirmative Action Progress  
and Diversity Report  
November 2011

Submitted by:  
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## EXECUTIVE SUMMARY

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Iowa State University has prepared this Affirmative Action Progress Report to describe the progress made this past year in the areas of affirmative action and diversity. This Executive Summary explains the role diversity and inclusion play at Iowa State University and provides an overview of the changes in underrepresented groups in the faculty and staff. Additionally, this report summarizes programmatic efforts to promote diversity among faculty, staff, and students. The statistical data used in the Affirmative Action Progress Report has been gathered from October 1, 2010 to September 30, 2011.

Iowa State University continues to explore avenues to increase diversity within the community and across campus.

Iowa State University continues to take an active role in recruiting for diversity within the community.

Iowa State University has continued holding sessions for faculty, staff, and graduate students regarding the Discrimination and Harassment policy. The participants learn what discrimination and harassment may look like, how to prevent, and what the reporting procedures are. Having a solid policy and educating people on that policy will help in the event discrimination does occur.

The Dean of Students Office continues to conduct a number of outreach sessions to discuss the policy on sexual misconduct and student rights and responsibilities in regard to this policy. In addition to providing information about the policy itself, resources for students in need of support or assistance are also identified. Presentations have been done for a number of academic courses, Greek chapter houses, residence life staff and students, athletics, and other student organizations and leaders.

The Vice President of Student Affairs is an integral part of the planning and development of NCORE, a highly regarded national conference. Stemming from NCORE is the nationally acclaimed Iowa State Conference on Race and Ethnicity (ISCORE) held annually at Iowa State University, and organized by a committee with representatives from Student Affairs and other University departments. The Iowa State Conference on Race and Ethnicity has been in existence for more than a decade. The 2012 ISCORE conference was kicked off with Dr. Tahira Hira, Executive Assistant to the President, sharing her story about her journey to becoming the person she is today. More than 350 students, faculty, and staff attended the luncheon address by John Carlos, Human Rights Activist. His symbolic protest in 1969 on the Olympic medal podium with Tommie Smith caused much political controversy at the time. Overall, more than 800 students, staff, and faculty participated in the conference. ISCORE highlights how important discussions of race and ethnicity continue to be.

The Student Counseling Service continues to improve its accessibility to multicultural students through extensive networking and outreach presentations to improve visibility and overcome the stigma of utilizing counseling services. The clinical service of SCS serves a variety of diverse populations and works to maintain an atmosphere of welcome to all. In clinical practice, 6.8 % of

SCS students identify as African American, Asian American or Native American while 4.2 % identify as international students. With the hiring of a full-time LGBTSS Coordinator in the Dean of Students Office, SCS has a strong partnership with LGBTSS and works actively to support students who need counseling services as they address their gender identity. Additionally, 6.2% SCS students identify as lesbian, gay, bisexual or questioning.

In addition, representatives of Iowa State University serve on the national board of directors for the Office of Women in Higher Education, and a division of the American Council on Education; participate as members of the National Association of Diversity Officers, and a variety of other groups committed to advancing women and people of color in higher education.

This report will also showcase the efforts each college and department has made to ensure diversity is part of their academic and professional environment.

The efforts made by Iowa State University can be measured by the proportion of underrepresented faculty and staff as compared to the proportion of the state of Iowa’s underrepresented population. The table below gives this overall proportion:

Underrepresented group	Percentage of underrepresented faculty and staff at Iowa State University	Percentage of underrepresented population in the state of Iowa <sup>1</sup>
Women	<b>50.2</b>	<b>50.5</b>
Minorities	<b>12.1</b>	<b>10.1</b>

Iowa State University experienced an increase in total workforce from 2010, attributing to actual number increases in most of the groups for female and minority employees.

Several groups within the total workforce at Iowa State University saw an increase in the actual number of female employees and an increase in percentage from 2010.

Executive/Administrative/Managerial female employees saw an increase of 6 employees and an increase of 1.3% from 2010. Non-Tenure Track Faculty saw an increase of 79 female employees and an increase of 0.8% from 2010. The Professional and Scientific group saw an increase of 73 female employees and an increase of 0.2% from 2010. The Service/Maintenance group also saw an increase of 20 female employees and an increase of 0.4% from 2010.

There was an increase of 8 female employees and an unchanged percentage from 2010 in the Faculty Tenured/Tenure Track group. The actual number of female employees in the Skilled Crafts group remained unchanged with a less than 0.1% decrease from 2010. In Technical/Paraprofessional there was a decrease of 5 female employees and a 2.2% increase from 2010, and in Secretarial/Clerical there was a decrease in 30 female employees and a 0.6% decrease from 2010.

Several groups within the total workforce at Iowa State University also saw an increase in the actual number of minority employees and an increase in percentage from 2010.

Executive/Administrative/Managerial minority employees saw an increase of 3 employees and an increase of 0.7% from 2010. Tenured/Tenure Track Faculty saw an increase of 13 minority

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<sup>1</sup> Information provided by the 2010 United States Census Bureau.

employees and an increase of 0.7% from 2010; Non-Tenure Track Faculty had an increase of 26 minority employees and a 1.6% increase from 2010. There was an increase of 22 minority employees and a 0.3% increase from 2010 for the Professional and Scientific group, and also an increase of 12 minority employees and a 1.6% increase from 2010 in the Service/Maintenance group.

The actual number of minority employees in the Technical/Paraprofessional group remained unchanged and there was an increase of 0.4% from 2010. The actual number of minority employees in Skilled Crafts also remained unchanged and saw a decrease of less than 0.1% from 2010. The Secretarial/Clerical group decreased by 2 minority employees and saw a decrease of 0.1% from 2010.

Iowa State University experienced a net increase of 20 female employees and an unchanged net percentage from 2010.

Iowa State University experienced a net increase of 75 minority employees and a net increase by 0.7% from 2010.

## **BUSINESS UNITS**

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### **EXTENSION**

Extension to Families continues to update its displays, surveys, and brochures used in Food Assistance educational outreach by translating them into Spanish and including pictures of Latino individuals.

In addition, Extension to Families hired a native Spanish speaker to reach out to Latinos to share information about Food Assistance.

Additional publications in Extension to Families have been translated into Spanish; such as parenting, Girl Talk, and Growing Strong Families.

Extension to Families also hired an African American EFNEP Assistant and a male Hispanic (bilingual) EFNEP Assistant.

In one county EFNEP is offered in Bosnian.

Two Latina graduate students work with an Extension faculty member to study the mental and physical health of rural families.

Life skills classes were taught to inmates at the Rockwell City Correctional Facility.

Extension to Families partners with the United Way of Story County to deliver in-depth basic financial education to at-risk and/or low-income women. More than half of the group is from a minority group (Asian, African American or Hispanic).

With assistance from ISU Extension and Outreach, a community established a “Diversity Garden” where Hispanic immigrants brought gardening knowledge to the community. The Diversity Garden has linked the Extension Master Gardeners to the new residents.

As a result of the “Horizons” project a participating community has established a Ukrainian fall celebration.

Extension to Families offered a webinar on diversity as a professional development opportunity for all staff.

Extension to Families focused on getting youth involved in the business community. As a result a local business owner provided youth employees with funds to select merchandise for the store shelves.

The Extension Community and Economic Development Program is working with the city of Postville to address diversity issues within the city. The Extension staff will be designing and delivering a community workshop on diversity.

Extension Community and Economic Development has partnered with four federal reserve banks and faculty/staff of four land grant universities to create a regional program and curriculum that would assist communities with new immigrant populations in delivering local entrepreneur programming and better access to local financial institutional support.

The Extension 4-H Youth Development Program served an underrepresented population at a summer discovery camp.

The Extension 4-H Youth Development Program partnered with a local youth agency (Youth and Shelter Services), Kiwanis, and 30 other agencies to provide the first “Teen Maze” program in the state. Over 800 middle school youth from 10 schools participated.

A county 4-H Youth Development Program partnered with a local community center to offer a school credit recovery program for youth who have recently received their GEDs.

Through a “Lego League” program the 4-H Youth Development Program reached a new nationality population.

A county 4-H Youth Development Program trained an African American community partner to deliver the Clover Kids program.

The ISU Extension and Outreach CIRAS annual employee engagement survey had a minimal increase in the diversity construct from the prior year.

New CIRAS Advisory Council members received training on the CIRAS Equity and Diversity Plan.

The CIRAS staff used the tool “Test yourself for hidden bias” to achieve their annual diversity performance goal.

A quiz was developed that reviews the content of the CIRAS Equity and Diversity Plan. The quiz will be administered to staff on a regular basis to ensure understanding of the concepts.

“Generations in the Workplace” training was held for CIRAS staff to enhance the education and technical assistance provided to companies by gaining a better understanding of the generational personalities and core values of the various generations encountered in the company workplace.

Again this year Extension and Outreach had 8 staff participate in the North Central National Extension Leadership Development Program. This program held one of the four seminars in Mexico to experience a different culture.

### **INFORMATION TECHNOLOGY SERVICES**

Information Technology Services (ITS) is a strong supporter of diversity efforts at Iowa State University. We fully believe that a diverse and supportive work environment is advantageous and necessary for us to meet our departmental objectives and serve our customers. As such, we have adopted a comprehensive and inclusive official statement of our beliefs in this area.

Our diversity statement, as posted on our website (<http://www.it.iastate.edu/policies/diversity/>), reads as follows:

*Information Technology Services is fully committed to supporting the diversity goals of Iowa State University. A diverse and supportive workplace not only fosters good employee relationships, it also promotes individual growth and understanding that is vital to a creating both a dynamic workforce and an institution that is able to respond to the challenges of a changing educational environment.*

*As a service organization, we have daily interactions with a wide variety of faculty, staff, and students and we strive to treat them all equally and provide quality service that meets their needs. We believe that as a public institution, Iowa State University has a responsibility to serve the public in a non-discriminatory manner that reflects our commitment to promoting a just environment.*

*We support the educational goals of the university by providing teaching and learning accommodations to faculty, staff, and students. Further, we support the diversity goals of the university through the understanding and application of federal, state, and local laws and the policies of Iowa State University.*

In order to ensure that this statement accurately reflects both the goals of the department and the University, it was vetted not only by senior ITS leadership but also by the Office of Equal Opportunity and Compliance.

This statement was developed during the first full year of operation of the ITS Diversity Committee, itself a manifestation of departmental concern. This committee meets periodically to

review and discuss diversity issues and shares information about events, opportunities, and concerns.

As part of that effort, the committee has begun to take an active role in disseminating information to ITS staff about diversity activities. Appropriate notices are included as part of the weekly ITS newsletter, which goes out to all ITS staff.

As a service organization, ITS must provide fair and effective support to all our clients. We work on a daily basis with faculty, staff, and students with a wide range of cultures, backgrounds, and, in some cases, physical abilities. We strive to treat them all equally and provide services that meet their needs with respect and professionalism.

This is not a new role for ITS. Our efforts in this area go back to the very beginning of the department. We have long understood the need to engage both employees and students in ways that are inclusive and supportive.

One example of this is the policy that all ITS employees must complete the Discrimination and Harassment Training course offered by the Office of Equal Opportunity and Compliance. This fosters better understanding and underscores the importance that the department attaches to this area.

- A major part of the diversity efforts that ITS engages in involves assisting faculty, staff, and students who have special technology needs for learning and teaching;
- Websites are developed and maintained by ITS in a manner consistent with Section 508 of the Americans with Disabilities Act;
- Several areas within ITS maintain a close working relationship with the Student Disability Resources Office (SDR);
- Short-term checkout of laptop computers containing assistive technology software, as well as training and troubleshooting, on request from SDR;
- Fifteen closed-caption decoding units available for temporary installation in campus classrooms;
- Closed captioning transmitters and decoders are installed in all new and remodeled large classroom facilities;
- Providing demonstrations of assistive technology as part of National Disability Employment Awareness Month, as well as at other times of the year;
- Provide assistive technology in computer labs across campus. This includes not only ITS labs, but also the Parks Library and the Athletic Success Center.

During the past year, ITS has taken a more active role in providing information about accessibility to the campus as a whole. As a support department, our opportunities for racial ethnic, and lifestyle diversity programming are perhaps a bit more limited. However, the University Diversity Committee has suggested that we can play a major role in accessibility awareness and we have begun to strengthen our efforts in that area. To that end, we hosted the “Online Accessibility for Students with Disabilities” webinar in September 2011.

## **OFFICE OF THE EXECUTIVE VICE PRESIDENT AND PROVOST**

The Office of the Executive Vice President and Provost (EVPP) is guided by the current University strategic plan that views diversity as central to the university's mission. Our office plays an integral role in supporting diversity initiatives and ensures that all diversity efforts are evaluated. During the annual performance review, the Office of the EVPP also assesses progress made by each dean and each college towards their diversity goals. The Office of the EVPP leads several diversity committees and initiatives for the university, with details of our recent progress outlined below.

The Office of the EVPP plays two key roles in diversity efforts at the institution:

- Providing strategic diversity leadership through the work of the recently established Chief Diversity Office;
- Coordinating and facilitating university committees responsible for diversity-related initiatives

We summarize recent highlights in these areas below:

*Chief Diversity Officer.* This title was given to the Associate Provost for Academic Personnel in fall 2010 in order to provide oversight and counsel for issues related to diversity and inclusion across the entire university community. The Chief Diversity Officer collaborates with academic departments and colleges to recruit and retain underrepresented faculty, staff and students.

*Equity and Diversity Coordinator.* This position was created in August 2011 to support the efforts of the Chief Diversity Officer in the areas of equity and diversity. Duties include: the coordination of central university diversity committees, the administration and analysis of university-wide surveys (ULS, COACHE, AAUDE, Faculty Mentoring, etc.), supporting and institutionalizing ADVANCE initiatives, identifying and advancing equity and diversity initiatives on campus, benchmarking best practices and providing input to the Chief Diversity Officer.

*University Committee on Diversity.* Since its creation in 2007 the University Committee on Diversity (UCD) has brought together representatives from the major divisions of the university as well as at-large members to share information and identify issues. In 2010, this committee (formerly the Advisory Committee on Diversity Programming and Planning) was renamed the University Committee on Diversity in order to clarify its role and mission. In addition to assessing biennial diversity reports, the committee provides strategic leadership through its input to the CDO. Among its successes this year was the creation and successful launching of a university Diversity Website. The UCD also coordinated the Diversity Grant competition that distributes \$25,000 as seed money for a range of diversity initiatives. Finally, the UCD finalized an institutional statement on diversity.

*Martin Luther King Jr. Celebration planning committee.* This committee of faculty, staff, and students ensures that the remembrance of Dr. King allows for both campus and community reflection. Events include a holiday celebration in January as well as a prominent national

lecture. The “Advancing One Community” MLK Jr. awards are given by the President and EVPP each year to honor diversity –related contributions.

*Work/Life Advisory Committee.* This committee of faculty, staff, and student representatives is charged with coordinating the university’s efforts to recognize and address the stresses of work/life. The committee helps maintain a university work/life web page. In addition, the Office of the EVPP has coordinated the “University Life Survey” to assess the degree of workplace satisfaction. The Office of the EVPP continues to partner with colleges on a faculty “partner accommodation” program that allows us to recruit and retain top faculty at ISU. Support for this program remains a major priority of the Institutional Excellence Fund.

*University Committee on Women (UCW).* The EVPP continues to support the work of the UCW, made up of faculty, staff, and students across the institution. Through its subcommittees, it has continued to assess the status of women, with a report this past year on the College of Veterinary Medicine. The UCW is working on a ten-year Status of Women report as a follow up to the 1992 university-wide assessment. The UCW meets each semester with the provost, and once a year with the President to keep them apprised of key issues for women on campus. A new initiative this year was the *UCW-UCD Reception for New Faculty and Staff*: This reception welcomes new employees to Ames and Iowa State University. It highlights our rich diversity and heritage as a land-grant university. New faculty and staff learn about our principles of community, our institutional statement on diversity and ISU’s promising vision for the future.

*Women’s Leadership Consortium (WLC).* The WLC is made up of those persons leading offices with missions including women’s work and role at ISU. Besides serving as a key coordinating body, it sponsors the annual women’s leadership speaker series and oversees the Women’s Enrichment Grant program.

*ISU ADVANCE Program.* Now in a no-cost extension year, the ISU ADVANCE Program is the university’s flagship program dealing with faculty equity and diversity issues. ADVANCE has been able to develop initiatives, programming, and materials to address diversity among the faculty ranks in STEM fields at ISU. While the entirety of the program can be found on its web site (<http://www.advance.iastate.edu/>), a few highlights of the last few years include research findings on “collaborative transformation” in departments; a mentoring program for women of color STEM scientists; the development of a handbook for chairs and deans on “flexibility in faculty careers”; development of data on and training in addressing the issues of associate professors and promotion to full; a satisfaction survey of all faculty; training for department chairs; development of faculty search resources; and a stream of visiting national experts in STEM and diversity. The university depends on the quality materials and programming that ADVANCE has produced to define diversity conversations in STEM disciplines and beyond.

*Strengthening the Professoriate at ISU (SP@ISU).* “Strengthening the Professoriate at ISU,” an NSF funded program, will allow ISU to continue efforts to strengthen and diversify faculty and senior scholars, by building on good diversity programs around the campus as well as strong policies and central support. The long-term goal is to develop a faculty who integrate their broader impacts efforts with their research enterprise. The program is a collaboration of

the EVPP, the Graduate College, and the Vice President for Research and Economic Development. NSF funding will be \$1.25 million over 5 years; ISU has also made significant commitments to support the program during the 5 years and beyond.

*Difficult Dialogues.* The Difficult Dialogues program at ISU, led by the Center for Excellence in Teaching and Learning, was launched following a Summer Institute facilitated by Difficult Dialogues faculty and staff from the University of Missouri-Columbia in 2008. The University adopted this program to train and engage faculty in forms of dialogue and dialogue facilitation that would essentially lead to an enhanced intellectual atmosphere by creating inclusive classrooms and a safe place for free exchange. The program has resulted in the development of: resources for faculty to assist them in engaging their students in civil conversations; quality faculty and staff programming for learning effective ways to engage students in difficult dialogues; college level engagement in developing curriculum that guides students to think critically about, and discuss respectfully difficult dialogues issues.

*Emerging Leaders Academy.* Since January 2009, the Office of the EVPP has coordinated the Emerging Leaders Academy, designed to develop a diverse and informed set of new leaders for Iowa State University. Presently, 42 faculty and senior staff have been trained in leadership, teamwork, communication, fiscal responsibility, diversity, management and public accountability.

*Lectures Program.* The Lectures program continues to contribute to diversity efforts by identifying and funding speakers who bring their perspectives on a large range of issues. During 2010-2011, there were over 36 speakers, events, and performances with people of diverse cultures or those speaking to issues of diversity. The Office of the EVPP contributes funding for many of the

*Margaret Sloss Women's Center (MSWC).* The MSWC continues to provide programming and resources for women and women's issues. The director and assistant director ensure gender issues are considered by APEX, MLC, and ISCORE, among other groups. They provide support groups for faculty, staff, and students, and are sensitive to the special needs of other groups such as LGBT and women of color. Prominent events coordinated out of the Women's Center include The Vagina Monologues and Sexual Assault Awareness Month.

*Carver Academy.* In partnership with the Dean of Students, the Office of the EVPP supports the Carver Academy, a prestigious academic program for high ability students of color. Students must rank in the upper 25% of their class or have a 3.5 G.P.A. in order to be admitted into the Carver Academy. The Carver Academy is structured to enhance, encourage, and support under represented minorities' academic, social, and cultural activities throughout their college experience. Only through mutual collaboration of faculty and student affairs professionals, has this program succeeded in retaining its targeted population of undergraduate minority students.

*Diversity web page.* The Office of the EVPP maintains the new diversity web page for the university. With the input of the university community (at ISCORE), UCD led the

successful launching of this website. This website fills the need for more centralized promotion of diversity efforts at ISU.

*Partner accommodation, diversity hires, and dual career programs.* Over the last two years, the Office of the EVPP has refined the process for partner accommodation and faculty diversity hires, facilitating college requests for funding. With currently over \$2 million committed to such efforts, we recognize the need to send a strong message about diversity and life choices for the newest generation of faculty. The Dual Career Program seeks to provide employment options for dual career faculty couples.

*Iowa Network for Women in Higher Education.* The primary goal of the Iowa Network is to facilitate the development of women leaders in higher education, through conversations, collaborations, and mentoring across the state. IOWAWHE is committed to fostering diversity in higher education leadership with regard to race, gender, ethnicity, sexual orientation, and physical ability. Iowa State University will host IOWAWHE's third annual spring leadership conference on April 27, 2012 to help provide professional development and mentoring opportunities for women employed by Iowa's colleges and universities.

*Way Up Conference.* The Way Up Conference is sponsored by Regent universities and the Iowa Board of Regents and seeks to serve the needs of women seeking leadership opportunities in higher education. The Office of the EVPP provides funding as a conference sponsor. We promote the program widely and provide funds for six ISU staff/student/faculty to the Way Up Conference, each year.

*Graduate College Mentoring Program for Graduate Students of Color:* The Office of the EVPP partners with the Graduate College on a new mentoring program for first-year PhD students of color. We actively promote the minority mentoring program and help pair faculty members with mentees. We also help program coordinators identify peer mentors for the first-year PhD students of color. The goal is increased retention and success of doctoral students of color at ISU.

*Program for Women in Science and Engineering (PWSE).* The Program for Women in Science and Engineering (PWSE) focuses on increasing the enrollment and success of undergraduate women in science, technology, engineering, and mathematics (STEM) degree programs. From a diversity perspective, women continue to be underrepresented in many of the STEM disciplines. Therefore PWSE's mission is in direct alignment with increasing diversity on the ISU campus. To achieve its mission, PWSE provides both outreach programs to K-12 students and programs for undergraduate women majoring in STEM fields at Iowa State.

Key outreach programs are the Taking the Road Less Traveled Career Conferences (hosted on six dates each year on the ISU campus and that reaches 3000 6-12th grade girls each year) and the PWSE Student Role Model Program (where undergraduate students visit classrooms across the state facilitating hands-on STEM for 6000 students each year). Both of the outreach programs have been in existence for over twenty years and demand and program evaluations by participants and teachers remains strong. Over the past five years, these programs have impacted students in all 99 of Iowa's counties. To support undergraduate students, PWSE has multiple

learning communities serving over 400 first-year, second-year and transfer women in STEM. PWSE also provides scholarships, academic support, industry connections and a sophomore level success course for students. Women who participate in PWSE learning communities are twice as likely to graduate in a STEM field compared to women who don't participate in a learning community. As a measure of PWSE's success, Iowa State has seen record enrollments in terms of numbers of women in STEM and the percentage of STEM students that are female each of the last four years. Fall 2011 there were 4097 undergraduate women enrolled in STEM disciplines, accounting for 33.4% of the STEM undergraduate students.

### **OFFICE OF THE PRESIDENT**

The President's Office provides financial support for several diversity-related programs and activities on campus, including:

- Martin Luther King observance lecturer
- Martin Luther King "Advancing One Community" award

### **Department of Athletics (DA):**

- Were fully certified by the NCAA following an extensive evaluation and detailed written report in which a large emphasis was placed on gender and diversity initiatives for student-athletes and staff.
- Summer 2010 revised the department's mission statement to include a statement on diversity.
- Added an element to the Head Coach performance evaluation instrument to include their efforts to promote diversity among student-athletes and staff.
- Modified the student-athlete exit interview instrument adding questions to help assess the climate of the program, department, and campus.
- Spring 2011 surveyed department staff and student-athletes as part of the NCAA certification process on gender and diversity to gather feedback on the climate of the department in regards to those areas.
- July 2011 organized Safe Zone Training for staff, presented by the LGBTSS.
- Added a minority member to the Athletics Council.
- Regularly post job vacancies on BCAsports.org (Black Coaches and Administrators).
- Communicate to all regular new hires the expectation that they attend the university's Discrimination and Harassment Prevention course in-person or via the on-line course, and follow-up with reminders and links.
- Continue to provide paid memberships to the Black Coaches and Administrators organization for our minority staff and designated head coaches and administrators.
- Continue to provide paid memberships to NACWAA (National Association of Collegiate Women Athletics Administrators) for many of our female staff, coaches, and designated administrators.
- SAAC participates annually in ISU's Martin Luther King Day observance, since at least 2008.
- Student-athletes participate in ISCORE (Iowa State Conference on Race and Ethnicity), since at least 2006.
- Have held a Student-Athletes of Color Recognition Banquet each fall since 2009.
- Sponsored a social outing for Student Athletes of Color in July 2011.

- August 2011 sponsored an orientation/social with the International Students and Scholars Office for all international students.
- All new student-athletes participate in a sexual assault prevention course (MVP).
- Offer/require a University Studies Course to all freshman student athletes that includes speakers from the LGBT Student Services, Multi-Cultural Student Affairs, Student Disability Resources, The Women's Center, Judicial Affairs, Greek Affairs, etc (2 sections in both fall and spring semesters).
- All teams completed a Plus 1 Program which provides personal development opportunities based on the teams' needs and options could include topics surrounding diversity issues.

#### **ISU Alumni Association (ISUAA):**

- Held Black Alumni reunion in 2010; planning the next Black Alumni reunion for 2015.
- Jeff Johnson, president and CEO of the Association, served as a faculty member on institutional advancement at the Spring School in Cape Town, Woodstock, South Africa.
- Michelle Stotts, vice president and COO of the Association participated in the 2011 International Student Graduation and Minority Student Graduation receptions.
- 81% of ISUAA staff is female.
- Diverse coverage in VISIONS magazine, ISU News Flash, and on our website.
- Diversity represented in awards presented to 44 people. There were 22 males and 22 females, six multicultural, and two African Americans.
- ISU Alumni Association Board consists of 48% female and 15% minorities.

#### **Ombuds Office (OO):**

Since September, 2008, Ombuds Office has served 291 visitors. Presently the OO does not formally request its visitors to self identify if they are members of a protected class; however the diversity of visitors to the office is informally monitored by observation, and some visitors have self-identified as having a disability. Of the 291 visitors served since September, 2008:

- 174 visitors were female (59%)
- 39 visitors were observed to be a person of color, or in a protected class due to national origin (13%)
- 12 visitors self-identified as having a disability (4%)
- 48 visitors felt that a diversity-related issue played a part in their conflict (16%)

The Ombuds Office provides the university community with online resources related to "Diversity and Conflict Management" as part of its online Ombuds Office Resource Guide. In addition, the Ombuds Officer has been a member of ISU's Difficult Dialogues Initiative, a program to help faculty learn how to successfully initiate and facilitate classroom discussions on difficult topics such as race/ethnicity, religion, gender, and sexuality. The members of the Initiative offer resources and workshops to teach faculty how to deal with these controversial topics in a manner that enhances student learning and appreciation about the value of diversity.

#### **Office of University Counsel (OUC):**

The OUC is one of the responsible offices relating to non-discrimination and affirmative action law and policy. OUC staff have been involved in a multi-year effort to anticipate and resolve issues early and to reduce claims. That effort, in conjunction with the offices of the EVP/P, EOC

and HR, continues to reduce the number of formal and informal complaints on the campus and in the courts. OUC staff have been involved in policy and procedure changes to improve the campus environment for our diverse population. OUC continues to participate in monitoring and review of sexual misconduct cases to improve responsiveness. This past year OUC has engaged in significant efforts to advance ISU's efforts related to disabled students and employees, especially in the effort to address web accessibility. OUC staff are involved in diversity training and development programs on an ongoing basis.

**Office of Equal Opportunity and Compliance (EOC):**

*Affirmative Action Compliance:* EO is responsible for disseminating the Affirmative Action under-utilization goal information to colleges and business units. The efforts made to increase diversity at ISU can be measured by the proportion of underrepresented faculty and staff as compared to the proportion of the state of Iowa's underrepresented population. EOC is the office of record for the OFCCP, the organization responsible for overseeing compliance to affirmative action policies.

Iowa State University was selected for an Affirmative Action audit by the Office of Federal Contract Compliance Programs as a result of receiving ARRA funds. The audit consists of a University-wide review of all minorities and women statistical data regarding retention, terminations, promotions, receipt or denial of tenure, and salaries of current staff. The audit also consists of specific applicant data including recruitment areas, including advertising and hiring process, hiring selections, and hiring leader information. This audit includes OFCCP auditors having access to University information regarding statistical data by employee, department and college or business unit. Because the University received ARRA funds, the OFCCP conducted an on-site audit of these documents which occurred June 14, 2010 – June 18, 2010. The OFCCP closed the audit in January 2011.

*Discrimination and Harassment Complaints:* The EOC Office, in conjunction with the Office of General Counsel, is responsible for investigating complaints of discrimination and harassment made by employees based on protected classes. This year, EO received 89 complaints regarding alleged discrimination and harassment (53 identified students as either the complainant or the accused, 24 identified faculty as either the complainant or the accused, 32 identified staff as either the complainant or the accused). EO and the Dean of Students Office have created a strong partnership and have developed a comprehensive process to handle claims of discrimination, harassment, and sexual assault involving students. The two offices have been invited to speak to faculty, staff, and students to educate them on the new Sexual Misconduct, Sexual Assault, and Sexual Harassment Involving Students Policy and the Discrimination and Harassment Policy. EOC partners with the Office of the Executive Vice President and Provost (EVPP) on complaints regarding faculty and staff.

*Discrimination and Harassment Prevention:* EO is responsible for conducting discrimination and harassment prevention training across campus to help employees understand types and instances of discrimination and harassment, how these types or instances relate to ISU's Discrimination and Harassment Policy, how to prevent discrimination and harassment in the workplace, and appropriate reporting procedures. This year, 1,991 faculty, staff, and

graduate students participated in discrimination and harassment prevention training sessions; 572 faculty, staff, and graduate students attended a face-to-face training; 350 attended employee sessions; 55 attended graduate assistants sessions; 167 attended supervisors sessions; and 1,419 faculty, staff and students completed the web-based training. EO partnered with the Office of University Counsel, Human Resource Services, ISU Police Department and the Dean of Students Office to conduct additional training, include specialized topics and the Student Sexual Misconduct, Sexual Assault, and Sexual Harassment Involving Students Policy training.

*University-wide Committee Participation:* EOC staff serve on a variety of university-wide committees, including: the Work/Life Balance Committee (including the Parental Leave Sub-committee); Faculty and Staff Safety Team (FASST), the Critical Incident Response Team (CIRT), the University Committee on Diversity, and the Coalition Against Sexual Assault.

#### *University Committee on Disabilities*

The University Committee on Disabilities (UCD) is responsible for sharing knowledge concerning disabilities with the University community, for fostering awareness of the needs of persons with disabilities, and for advocating ways to meet these needs.

The University Committee on Disabilities is co-chaired by EOC and EVPP.

#### **Office of University Relations (UR):**

- Participated on the Critical Incident Response Team (CIRT).
- Publicizes and maintains the ISUI web page and helps to test/administer the ISU Alert system.
- Publicized articles and announcements on such topics as: diversity office, ombuds office, STEM activities, university life survey, enrichment grants and open forums and lectures.
- Maintained an online calendar of multicultural events.
- Participated in various campus and community organizations, such as Ames Convention and Visitors Bureau, YWCA, Web Accessibility Taskforce and the university program that provides “assistors” to help faculty and staff with issues of discrimination and harassment.

#### **University Marketing (UM):**

- Reviews all promotional communications created by University Marketing and for its clients to ensure the projects’ photos, testimonials, and examples of the university’s population are diverse.
- Encourages those responsible for the university diversity web page to promote culturally diverse campus activities, awards, and honors.

## **OFFICE OF STUDENT AFFAIRS**

The Division of Student Affairs at Iowa State University is committed to the development of each individual student, as well as to providing programs that support and celebrate a diverse student body and staff. This commitment to supporting diversity is one of the priorities of the Division's Strategic Plan, with the following goals:

- Develop and implement programs that enhance students' understanding of global, cultural, and diversity issues.
- Collaborate with academic affairs to help students develop competencies that prepare them to work and live in a dynamic global society.
- Provide space, venues, forums, and staff support for diverse social, cultural, entertainment and educational programs.
- Facilitate connections that celebrate the multiple identities of students and the intersection of those identities within the campus culture.
- Recruit and retain a diverse workforce within the division, including peer leaders and student employees.
- Assess quality of students' co-curricular experiences and utilize data results to improve current programs.

This commitment to diversity has become infused into the programs and services we offer and has truly become part of the fabric of the Division.

Student programs and services that support these goals include:

- Providing counseling and medical care to diverse populations
- Supporting diverse populations through units such as
  - Margaret Sloss Women's Center
  - Multicultural Student Affairs
  - LGBT Student Services
  - Student Disability Resources
- Leading diversity workshops and customer satisfaction training for employees
- Sponsoring programming such as the Social Justice Summit
- Maintaining welcoming and inclusive spaces such as the Memorial Union chapel, Multicultural Center, and lactation rooms that serve diverse populations

In the next year, the Division of Student Affairs will host two major conferences related to diverse populations:

- Regent Institutions Disability Awareness Summit (October 2011)
- Midwest Bisexual, Lesbian, Gay, Transgender and Ally College Conference, a collaboration between LGBT Student Services, LGBTQA Alliance student organization, Delta Lambda Phi Greek fraternity, and Ames CVB (February 2012)

The Division of Student Affairs continues to hire and retain a diverse staff, with racial diversity being most prominent in our P&S staff. We actively recruit a diverse staff in our hiring practices, through how we advertise and network open positions, and through ongoing

compliance with Human Resource Services. We encourage the retention of our diverse workforce through formal and informal programs within the Division and will continue to strive to include a greater representation of diverse populations on our staff.

As an initiative of the Student Affairs Quality of Life Committee, the CYBuddy program was implemented to assist with the acclimation of new staff to the Division of Student Affairs. If the new staff members desire, CYBuddies (mentors) are assigned to them with the understanding that they will meet at least twice during the academic year. To facilitate the meetings, ISU Dining provides meals for the CYBuddies and their mentees. This program helps to support and retain a diverse staff.

It is also important to note that the Margaret Sloss Women's Center is jointly administered by both Student Affairs and the Provost's Office. As such, it provides support and programming for employees as well as students.

The Division of Student Affairs prides ourselves as having diversity as a value. Therefore, it is infused throughout the division and cannot be measured merely in FTE's, headcounts or funding allocations. The Division will continue to strive to meet the needs of each individual in the community and provide a campus environment that demonstrates diversity as a value.

#### **OFFICE OF THE VICE PRESIDENT FOR BUSINESS AND FINANCE**

The Vice President for Business and Finance's diversity initiatives relate to Iowa State University's strategic plan goals of education and university life. For business and finance, diversity is the inclusion of ideas and viewpoints from people who have different life experiences, based on, but not limited to ethnicity, culture, religion, generation, or gender. Each employee offers unique gifts and talents that are respected. Encouraging full participation promotes education, the cornerstone of a holistic environment for the university community. The mission and values statement for business and finance reads:

*"Employees working in partnership with the university community to improve the quality of life by enhancing safety, personal security, and campus access services for students, faculty, staff and visitors."*

Also included are:

- respect and safeguard the dignity and rights of all individuals
- maintain high standards of integrity, fairness, and quality services to the university community
- actively work with individuals and groups in seeking solutions to campus problems
- instill public confidence through our work and actions
- actively participate in the life of the university community

Staff is held accountable through a qualitative and quantitative annual review process. Progress is assessed at the departmental level and reflected in the annual Vice President for Business and Finance diversity report.

Our plan is to continue to increase awareness of diversity and cultural differences, ensure there is a mechanism in place to capture recruitment, selection, and retention data, create strategies to increase diversity of the applicant pools, and evaluate progress.

All business and finance units submit permanent and ongoing programs and innovative initiatives and strategies for their areas. Some of those are highlighted in this report as having the greatest impact to our diversity mission.

- All staff under the Vice President for Business and Finance is encouraged to participate in diversity classes.
- The purchasing department began a Vendor Orientation Program in 2007 to assist newly identified minority-owned and women-owned businesses. During FY11 this program provided orientation/training to 194 businesses of which many were minority-owned or women-owned.
- The purchasing department implemented a learning initiative in 2008 “Procurement Process Certification” offered to all ISU staff with delegated procurement authority. Seventy-five ISU staff participated in the program during FY11. It consists of four sessions, of which one is devoted to explaining the Vendor Diversity Initiative and other social responsibility initiatives.
- Through these training efforts, the purchasing department increased business with Iowa certified minority-owned and women-owned businesses by 9% from FY09-FY10 and is expected to report an increase from FY10-FY11 when final numbers are gathered, providing three consecutive years of increased spending with certified minority-owned and women-owned businesses.
- The purchasing department participates in the State’s Annual Workshop for Targeted Small Businesses to promote the university’s commitment to diversity and doing business with minority-owned and women-owned businesses.
- Purchasing staff also participates in the CIRAS-sponsored workshops for women and minority-owned businesses seeking federal opportunities.
- The Treasurer’s and Receivable’s Offices worked closely with the Office of International Students and Scholars and US Bank to offer Chinese students entering in the Fall semester 2011 educational sessions on how the United States banking system works and how to understand and pay their U-bill.
- Campus Organizations Accounting advises many diverse student groups. For example, last year they worked very closely with the International Student Council on budgetary issues concerning international student groups who request funds from the Government of the Student Body
- The Controller served as a mock interview volunteer at the 2010 College Leadership Forum for students with disabilities
- University Museums presented the following exhibitions that were inclusive of diversity, and explore diversity of thought, expression and culture.
  - *Relationships: Drawn, Analog to Digital*
  - *The Observant Eye: Beth Van Hoesen*
  - *Mark Adams: Translation of Light*
  - *Ulfert Wilke: Words To Be Seen*
  - *Realties: The Lyric Sculpture of William King*
  - *Thursday Night Sessions: Figure Drawings by Frank Lobdell*

- *Be It Enacted: Legislation and the Farm House*
- The acquisition and commissioning of campus public art also explores diverse expression and thought. This year the following installations were completed, and have diversity themes encoded in the public works of art.
  - *e+l+e+m+e+n+t+a+l* by Norie Sato, Hach Hall for the Department of Chemistry
  - *No devotion more true, no affection more heartfelt* Series, by Sarah Grant and Sticks, Small Animal Clinic, College of Veterinary Medicine
  - *Day Without Art*, World Aids Day focusing on HIV and artists by covering a dozen public works of art and educational programs held over a four-day period.
- In curating the above exhibitions and programs, a great deal of research and scholarship is undertaken, and is then returned to the ISU community in the exhibition, class curriculums and public programs. It is a goal of University Museums to make all exhibitions and collections physically and intellectually accessible-accomplished in the museums, in the classrooms, and electronically.
- The University Museums address diversity primarily through exhibitions and public programs that enlighten, inspire, celebrate and explore diverse cultures, peoples and artistic expression unique to specific individuals and communities. Balanced and equal respect to artists and audiences are important outcomes in presenting diversity of ideas and expressions in objects, collections and exhibitions. Diverse artistic expressions explored in exhibitions, collections and programs support ISU's diversity by creating understanding and knowledge of all professional artistic expression from artists of national and international reputation. Once cultural ideas, expressions and backgrounds are understood, they become valued within the larger context of community-campus and beyond.
- Often called the backyard of international students, Reiman Gardens identifies the country of origin of all the species of butterflies and plants on its campus. International students, particularly those from China, Australia, South and Central America remark that plants on display are the same ones found growing in their home country.
- Three scooters and four wheelchairs are available at no charge for Reiman Gardens' guests to use while on the property. This makes the grounds and the entire Garden experience accessible to thousands of guests each year.
- Electronic doors are located in all Reiman Gardens' buildings creating handicapped accessible entrances and exits.
- Reiman Gardens lowered counters at the admissions desk and the volunteer check-in station to accommodate guests and volunteers using wheelchairs.
- Reiman Gardens increased the number of handicap parking spaces and has located them at both the new and old entrances.
- Flexible scheduling and the ability to work at home enable Reiman Gardens' staff to have a better work/life balance.
- Reiman Gardens offers over 12,000 hours of volunteer opportunities annually for all age groups that include many senior and youth. The Gardens also extends its volunteer opportunities for individuals in the first offender programs of the local courts.
- Over \$17,000 of Reiman Gardens' admission passes, memberships, and private rental space are contributed annually to local human service agencies for their clients and staff.

- Over 1,000 food items are collected each year in Reiman Gardens' annual food drive for admissions promotion in January.
- Reiman Gardens organized a chili fundraiser during the World Food Prize to highlight the needs of the hungry in our local communities. Reiman Gardens identified a recipient of its money raised - a new collaboration, the Hunger Collaboration of Story County, which provides food to 14 pantries and food banks located in Story County
- Reiman Gardens actively promotes wedding packages to same-sex couples and has negotiated discounts for the Gardens' clients with photography, food, flowers, etc.
- The Performing Arts Series offers a kids club program to accommodate families from all economic levels with young children, and most importantly to let them know that they are genuinely welcomed in Stephens! Since its inception during the 2006-2007 Series, over 300 families have enjoyed enriching, affordable family entertainment at kid-friendly performances. This positive cultural outing can start a lifelong love of the arts with kids and their parents encountering art that they may not know much about.
- Each year the Center brings a Young Concert Artist to the campus and surrounding communities as part of the Martha Ellen-Tye Performing Arts Institute. These artists conduct week long residencies throughout central Iowa in schools, community centers, culminating with a public performance. This past year, pianist Chu Fang Huang was the featured artist for this program.
- Each season the Center engages ISU students and community members of all ages in discovering more about the arts in meaningful and enlightening ways through:
- All FP&M staff, regardless of position, is provided the opportunity to participate on departmental teams and committees. This allows for diverse input toward advancement of organizational initiatives. In addition, staff gets to work with co-workers they might not normally with or have a chance to meet.
- FP&M serves as a sponsor for the 2011 Iowa Regent Institutions Disability Awareness Summit with three FP&M staff serving on the planning committee.
- FP&M staff member serving on the University Committee on Disabilities.
- FP&M staff member serving as Business and Finance Chair to the University Committee on Diversity.
- FP&M coordinates accessibility projects for campus – installed door openers, remodeled a toilet room to make it accessible, studied renovations to the main (north) entry of memorial Union and working to secure multiple funding sources for the work to be done summer 2012, developing plans to make restrooms in Durham meet current accessibility standards.
- FP&M schedules classrooms to accommodate requirements of up to 500 students with accessibility needs.
- FP&M conducts a New Employee Orientation which allows new employees to meet many staff, learn policy and procedures, general expectations in the work place.
- FP&M conducts ongoing quarterly open forums, where all staff has the opportunity to speak freely on issues, concerns, or ask questions on topics important to them or their department.

- FP&M's hallway display is used for employees to showcase their personal interests and hobbies. This gives employees an outlet to express themselves and for others to learn more about that person and their interests and hobbies.
- FP&M filled both a supervisory and management position with female candidates.
- FP&M has updated its on-line Ethics Training Module. This training is mandatory of all employees.
- A lunch and learn session was presented on the topic of Caring for your Parents by Kay Vanags, BS, LBSW, Family Caregiver Specialist with Aging Resources of Central Iowa.

### **OFFICE OF THE VICE PRESIDENT FOR RESEARCH AND ECONOMIC DEVELOPMENT**

The diversity reports included below document the efforts by various units that report to the Office of the Vice President for Research and Economic Development. These units include Laboratory Animal Resources, the Office of Sponsored Programs Administration, the Office for Responsible Research, the Iowa State University Research Foundation, the Office of Biotechnology, the Bioeconomy Institute, the Institute for Transportation, the Partnerships in Prevention Science Institute, and the Institute for Physical Research and Technology Science Bound Program. It is imperative as the administering unit that our direct reports are accountable in creating an environment that promotes a culture and community indicative of inclusion and diversity, as well as work/life balance. There are some units such as the Iowa Center for Advanced Neurotoxicology, the Iowa Energy Center, the Iowa Water Center, the ISU Research Park, the Nutrition and Wellness Research Center, and the Plant Sciences Institute that had limited comments on diversity, but reported that staffing was diverse and work/life balance issues are practiced.

This office is dedicated to all aspects of diversity and participates in multiple opportunities to promote a campus community that embraces diversity.

#### **Laboratory Animal Resources (LAR)**

LAR provides animal and veterinary services for Iowa State University faculty, staff, and affiliated organizations that use animals in research, teaching and testing. LAR is committed to delivering these services in a manner consistent with the university program of nondiscrimination and affirmative action, and promoting the concept of developing a safe and supportive climate for all members of the ISU community. Progress towards these goals is reviewed in annual performance reviews.

LAR continues to provide a supportive environment for all users of our services, including many foreign nationalities and minorities.

#### **Office of Sponsored Programs Administration (OSPA)**

OSPA is dedicated to providing a just environment on campus where everyone feels welcomed, respected, and safe. To assist the university in achieving this goal, OSPA staff are required to attend university-provided training on diversity-related topics.

OSPA tries to increase the representation of historically underrepresented populations in several ways. In our searches for student employees, we also seek to employ underrepresented populations. OSPA has been successful in attracting underrepresented populations amongst its

staff. OSPA currently employs individuals with Hispanic, American Indian, Icelandic, and Chinese backgrounds.

### **Office for Responsible Research (ORR)**

ORR provides administrative support and leadership for Iowa State University's research compliance program. The department works closely with clientele from varying ethnicities, races, creeds, and genders to help them achieve their research goals. ORR is committed to creating an inclusive environment by ensuring that all staff members are trained in diversity issues and that their interactions with others are supportive and respectful.

### **Iowa State University Research Foundation (ISURF)**

Engaging in diversity is an every-day occurrence for ISURF. It begins with the wide range of technologies invented by the diverse population of inventors. ISURF has a diverse workforce, including two individuals from South America and Austria. We regularly engage with external patent counsel including minority counsel.

### **Office of Biotechnology**

The Office of Biotechnology provides molecular biology research, education, and outreach services to diverse populations on a regular basis.

Research instrumentation facilities administered by the Office are open to faculty, staff, students, and industry scientists and students. The Biotechnology Council is made up of campus researchers with gender, racial, and ethnic diversity.

The Office of Biotechnology each year offers several sections of a course in molecular biology techniques to the campus population, representing diverse cultural, ethnic, and gender backgrounds. The Biotechnology Outreach Education Center (BOEC) associated with the Office of Biotechnology participates in outreach to diverse educator and student populations. During the past year, BOEC personnel have worked to provide hands-on laboratory experiences and education to the following programs and groups that support diversity:

- Training courses for K-12 educators and ISU Extension and Outreach professionals each summer for diverse participants
- Program for Women in Science and Engineering to increase the participation of women in science, technology, engineering, and math (STEM) fields and help train their ambassadors
- Science Bound pre-college programs from Des Moines, Denison, and Marshalltown areas to increase the number of ethnically diverse Iowa students who pursue ASTEM (agricultural, scientific, technical, engineering and mathematics) degrees
- Upward Bound Math and Science Program of the University of Northern Iowa to serve and be an advocate for first generation and low-income Iowa high school students to help them successfully graduate high school and enroll in postsecondary institutions to study mathematics, science, technology or related fields, including letters of support
- Scavo and Walnut Creek Alternative Schools in the Des Moines area that have high minority populations
- French international exchange students from St. Edmond High School, Fort Dodge
- U.S. Army, Army Youth Leadership Forum

- Science Center of Iowa that serves minority and underrepresented populations

The BOEC also has provided presentations and judging personnel for the State Science and Technology Fair of Iowa, associated with the Intel International Science and Engineering Fair. BOEC personnel work with the Admissions Office to recruit diverse students to campus.

### **Bioeconomy Institute**

The Bioeconomy Institute (BEI) supports diversity in education, research, and outreach and conferences.

#### 1. Education

BEI supports a graduate program in Biorenewable Resources and Technology (BRT). The BRT includes men and women from a wide variety of science and engineering backgrounds. They represent a diverse cultural and ethnic background as well.

#### 2. Research

Industry collaborations include Albemarle, Archer Daniels Midland, Cargill, Ceres, ConocoPhillips, DuPont Danisco Cellulosic Ethanol (DDCE), DuPont/Pioneer, Monsanto, General Motors, John Deere, Ceres, Virent, Marion Mixers, Renmatix, BP, and Toyota.

Conoco Phillips (COP): COP provides approximately \$3M in sponsored funding to BEI each year. Each research project conducted at ISU with COP funding has a COP project leader; the COP project leaders have strong gender, racial, and ethnic diversity.

BEI meets with many international collaborators including Metso, Borregaard, Biomass Technology Group (BTG), Cluster Industrielle Biotechnologie (CLIB), Dutch State Mines (DSM), Gent University, and the University of Toulouse.

The BEI Strategic Plan continues support of PWISE and other existing diversity recruiting programs on an as-needed basis.

#### *NSF EPSCoR: Harnessing Renewable Energy Flows in the Biosphere*

A diversity program has been included in the plan for the recently awarded NSF EPSCoR program. Specific components include: (1) build upon existing programs at ISU that aim to diversify the professoriate at the faculty, postdoctoral, graduate, and undergraduate levels so as to broaden their reach, deepen their impact, and ensure their sustainability in the long-term; and (2) begin a state-wide dialogue to better understand barriers and identify solutions supporting the full participation of URGs in STEM disciplines. The Taskforce will examine three initial areas: 1) current gaps within pipeline programs; 2) URG student retention strategies based on exemplary programs and other best practices; and 3) incentives to enhance opportunities for students and educators. Based on these findings, the Taskforce will submit a list of recommendations to the EPSCoR management team at the end of the first year of the project.

### **Institute for Transportation (InTrans)**

The research, education, and outreach efforts at InTrans focus on transportation systems-related topics. The topics of our activities are based by the scope of work identified in the sponsored projects and grants supporting our efforts. Included in some of these activities are topics related

to equity and accessibility. InTrans has teams of diverse individuals participating in such activities. The Institute values the diversity of opinions and approaches that the team members bring in the conduct of such activities.

InTrans promotes an inclusive environment by maintaining open communications to identify needs of individuals and how to best address them. The Director's personal commitment is to provide a work environment that does not tolerate discrimination of any form – whether it be related to race, gender, religion, sexual preference, marital status, culture, physical appearance, or such issues that individuals are judged on without regard to their ability to contribute to the organization. The Director has meetings with students and staff typically on a quarterly basis where the topics of discussion often include diversity related topics. Further, as needed and appropriate, along with the Center and Program Director and Associate Directors (Unit Leaders) at InTrans, the Director meets with any individual who may need to be counseled on this institutional commitment and goal. In instances where individuals expressed concern, individuals are addressed as expeditiously as possible, and works with other units at ISU (e.g. Equal Opportunity and Compliance, Human Resource Services, Public Safety, etc) to seek advice and support as needed.

One initiative of note at InTrans relates to our efforts to encourage students in the K-12 system and in undergraduate programs to pursue studies/careers related to transportation. These include InTrans personnel partnering with other units on- and off-campus (e.g., to participate in career fairs, Girl scout merit badge activities, science/engineering competitions such as the LEGO league, and Discover Engineering), and hosting our own events (e.g., publications and other outreach efforts). Specifically, the Go! Magazine, an online forum, has had significant success in attracting national attention. It has a Spanish version counterpart called ¡Vamos!. These two e-zines target 13–19 year olds to inform them about the variety of educational and career opportunities available in transportation. Of particular note is the partnership, InTrans has established with the Spanish Language program (in the Department of World Languages and Cultures at ISU, to develop and broaden the reach of our education and outreach activities specifically through ¡Vamos!.

In 2011, a woman was appointed to be the Director of the Sustainable Transportation Systems Program at InTrans. Women lead three of the 12 centers and programs at InTrans.

### **Partnerships in Prevention Science Institute (PPSI)**

PPSI has hired and trained a gender-balanced work group, from our undergraduate student assistants through our senior-level researchers. PPSI provides mentoring and support for all new staff. In addition, PPSI has several ethnicities represented on staff, including individuals from Korea, China, Taiwan, and Russia. During the summer, the Institute hosted Korean students who studied for 6 weeks. PPSI has individuals with disabilities, religious diversity, diversity in socioeconomic status, and those who represent the LGBT community.

PPSI research activities are conducted in communities that represent the cultural diversity of rural Iowa and Pennsylvania, both of which have a growing group of Hispanic citizens, as well as small numbers of other ethnicities. They are gender balanced and include a range of socioeconomic statuses. Research activities are with general populations, thus, studies certainly include individuals with disabilities and LGBT individuals, though these data are not routinely

collected. Research has examined differences in program outcomes on the basis of gender and risk status (based partly on cultural and socioeconomic differences) and research staff, collaborators and consultants also represent a diverse group. Further, selection of states for dissemination projects includes states in each geographical area of the U.S., reflecting substantial demographic diversity.

Diversity at PPSI also includes diversity efforts in community outreach with public school and community representatives, who comprise university-school-community teams. These teams coordinate with ISU research and field staff to select and implement the evidence-based interventions that are evaluated; this is key in ensuring that programming efforts are inclusive and culturally appropriate for their particular communities. Efforts are made to maintain gender, ethnicity, race, physical ability, sexual orientation/gender identity, and socioeconomic status diversity in selection of public school and community representatives. In terms of research participants, to reflect the population of communities, representatives are gender-balanced across all socioeconomic statuses, age diversity (from teenagers to retired individuals), Hispanic and other ethnic group representation, people with disabilities, people of diverse religious backgrounds, and likely those who represent the LGBT community.

Incorporating diversity at all levels of PPSI is crucial to continued growth and vibrancy as a research institute, as well as for each individual. Incorporating the perspective and unique wisdom of a diverse group of individuals allows expansion in understanding the important components of the preventive intervention research process, from basic research through intervention design and implementation, to the evaluation process. The overarching culture-related values of PPSI guide research activities, including the value of diversity, along with the values of hard work, creativity, and integrity.

### **IPRT Science Bound (SB)**

SB exists to serve the needs of our state and nation for a diverse technical workforce and a diverse academy. Now in its 21<sup>st</sup> year, SB is Iowa State's premier program for preparing Iowa's ethnically diverse youth for careers in agriculture, science, technology, engineering and mathematics fields. True to ISU's outreach and extension mission, SB brings ISU directly to the 340+ program participants and their families in Des Moines, Denison, and Marshalltown. SB has also created a successful pipeline to ISU: this year, a record 53 SB high school graduates are on the ISU campus, adding to campus ethnic diversity.

During the past year, SB (directly through ISU staff involvement and indirectly through the teachers they deploy) made contact with these students and/or their families more than 400 times, both through events held on the ISU campus and in these communities. In addition, SB conducts a freshman seminar and, new this year, a sophomore/junior level seminar, to further develop the students' skills to excel in STEM fields. The goal of these additions is to increase undergraduate student retention and prepare these young people for successful transition to the workforce.

Nearly 150 pre-college students were also involved in summer educational programs in the communities that SB serves, and more than 50 were involved in summer experiences on the ISU campus (some in research laboratories).

## COLLEGES

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### THE COLLEGE OF AGRICULTURE AND LIFE SCIENCES

**The College of Agriculture and Life Sciences' Mission is to educate future leaders, conduct mission-oriented basic and applied research and share new knowledge for the betterment of Iowa and the world.**

#### **Diversity Mission**

The College of Agriculture and Life Sciences (CALs) is committed to a comprehensive diversity effort focusing on 1) undergraduate and graduate students, 2) faculty and staff via a college-wide Diversity Committee, and 3) an expanded program associated with the CALs ADVANCE (and ISU ADVANCE) project for recruitment, retention and advancement of women and minority faculty, staff and post-doctoral students. The College provides opportunities for U.S. citizens of underrepresented groups while also strengthening multicultural appreciation and understanding among students, staff and faculty and relationships with minority-serving institutions.

Our undergraduate and graduate Diversity Programs is one of the administrative units within the College with the Diversity Coordinator (soon to be hired after a retirement) and Multicultural Liaison Officer responsible for a coordinated and comprehensive set of activities and accomplishments (see <http://www.ag.iastate.edu/diversity/> )

In addition, our College Diversity Committee, representing every department, promotes and facilitates diversity activities at the departmental level, including interdepartmental cooperation and individual faculty, student and staff awareness and involvement in diversity activities.

An additional component of our CALs diversity effort is CALs ADVANCE, which focuses on recruitment, retention and advancement of faculty women and minorities. An Equity Advisor leads the CALs ADVANCE activities, programs, and services across the three CALs-specific focal departments (GDCB, Animal Science, and Plant Pathology) as well as the other 12 academic departments and service units within the college.

#### **Vision Statement for Diversity Programs for the College**

The College of Agriculture and Life Sciences has three mission areas: teaching/learning, research and extension/outreach. The College's 2011-2015 Strategic Plan articulates the importance of diversity of ideas, peoples and culture as one of our core values. Diversity is a core value, one that we strive to make continual advancements in through leadership, committee activities, and engagement of our students, staff, and faculty.

The Diversity goals expressed in the **College's 2011-2015 Strategic Plan** are:

- **Attract outstanding students seeking to make a difference in the world through their chosen careers in agriculture and life sciences.**

Goal: Recruit, support and graduate outstanding and diverse students.

- **Support diverse, outstanding faculty and staff who are dedicated to improving quality of life.**

Goals: Increase the proportion of women and minorities in faculty and administrative positions. Foster an environment that inspires collaboration, rewards achievement and provides for a satisfying work-life balance.

The College of Agriculture and Life Sciences (CALs) will enrich the lives of people in Iowa, the nation and the world through excellence in education, scholarship, service and leadership in food, agricultural, environmental and social sciences. We embrace and strive for a living-learning and work environment that is enriched by diversity of its students, staff and faculty with respect to race, gender, ethnicity and nationality.

This past year CALs has engaged in many diversity activities, programs and services to:

- enrich the educational experience of all students, staff and faculty,
- prepare students for a diverse work environment and challenges associated with diverse clientele as students seek employment all over the U.S. and abroad,
- provide leadership to the people of Iowa, including minorities and immigrants, the fastest growing segments of the state's population as a part of the land-grant mission,
- strive for student enrollment higher than the current percentage of ethnic and racial minorities in the state of Iowa to more nearly reflect society at the national level, and promote opportunities for all students
- foster a more welcoming and supportive work environment for women and minorities
- evaluate and change college and departmental level culture and processes to ensure a more diverse group of outstanding and successful students, staff, and faculty.

A change during this past year is the continued increase in ADVANCE programs, activities, and services. Through our Equity Advisor's efforts and those of the CALs-specific Advance Professors in our three focal departments as well as the ISU ADVANCE team, a variety of workshops, training sessions, resource materials, research publications and ADVANCE research-related assessments of the focal departments have been developed and occurred and continue to occur.

Also, CALs has a new minority-oriented junior and senior high school summer program entitled "AgDiscovery". This program is in its second year (July 2010 and July 2011) is funded by USDA APHIS and the college. It brings about 15 pre-college students of color from around the nation to explore academic interests and opportunities in wildlife biology and conservation, laboratory technology and diagnostics, animal science and veterinary medicine.

An important component of our CALs diversity effort is CALs ADVANCE, which focuses on recruitment, retention and advancement of faculty women and minorities. An Equity Advisor coordinates the CALs ADVANCE activities, programs, and services across the three CALs-specific focal departments (GDCB, Animal Science, and Plant Pathology) as well as the other CALs academic departments and service units.

CALS professors have served as ADVANCE Professors in focal departments for the Collaborative Transformation process. The CALS Equity Advisor attends cabinet meetings to provide touch points to administrators and provides seminars/presentations to non-focal departments to more rapidly extend the knowledge and best practices gained from the focal departments to all academic units in the college.

- The Equity Advisor led workshops for CALS faculty search committees on unintentional bias and best recruitment practices.
- The Equity Advisor was a discussant at CALS workshops for pre- and post-tenured faculty regarding the Promotion and Tenure process.
- The Equity Advisor served as a discussant at a CALS departmental merger retreat to provide advice on best practices and ensuring equity in the transition.
- The Equity Advisor is a regular member of the Dean's CALS Cabinet meetings and has provided touch points about ADVANCE activities and resources to further diversity goals related to faculty (and staff and post-doctoral students).
- The Equity Advisor, along with a CALS ADVANCE Professor, provided the Dean's CALS Cabinet with a presentation on the major findings of the Collaborative Transformation process in the three CALS focal departments.
- The Equity Advisor met with the CALS Diversity Leadership team and participated in the ISCORE Conference.
- The Equity Advisor participated in the George Washington Carver Internship faculty orientation and hosted the GWC summer interns and staff at her home for an informal networking dinner.
- The Equity Advisor worked with ADVANCE Professors and other members of ADVANCE to summarize and widely share the lessons learned through the Collaborative Transformation process.
- The Equity Advisor participated in university-level ADVANCE Council activities, including an ADVANCE Readers' Theater presentation to help recognize unintentional bias in the workplace.
- The Equity Advisor meets regularly with other university Equity Advisors to ensure coordination and synergy of ADVANCE activities across campus, including training and resources.
- The Equity Advisor was active in meeting with other EAs and university leadership regarding the staffing and financial support needed to successfully transition to institutionalization of ADVANCE.

Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) is a national society that welcomes the membership of people of all racial and ethnic backgrounds in the agricultural sciences. MANRRS members at Iowa State University CALS experience the overall objective of the Society, which is to promote and implement initiatives that foster inclusion and advancement of members of ethnic/cultural groups. The mission of the organization is to promote academic and professional advancement by empowering minorities in agriculture, natural resources, and related sciences. MANRRS functions through the support and goodwill of individuals, businesses, government agencies, foundations, academic institutions and other non-profit organizations in a collaborative endeavor that benefits all involved. Through contributions

and grants, MANRRS at ISU continues being an avenue for building a diverse and professional workforce.

During 2010-2011 the ISU-MANRRS organization has sponsored a series of professional events designed to increase the participation of multicultural students in the agricultural sciences. During the weekly meetings the Organization has covered several topics during their meetings including but not limited to the following: 1) How to apply to graduate school; 2) Opportunities at the U.S.D.A.; 3) Fundraising Effectively through Grant writing, and 4) Study Abroad Programs. In addition, the MANRRS Organization at ISU, sponsored the Ag MANRRS Breakfast activity to introduce Multicultural students to Ag Career Representatives. In sum, the MANRRS Organization provided opportunities to promote the advancement and potential of students in the agricultural sciences at a national and international level.

Both the CALS Diversity Coordinator and MLO coordinate the George Washington Carver Summer Internship program with the Diversity Coordinator having primary responsibility for the operation and success of the program. The internship program has been a success every year since its commencement in 1994. The success of the program is achieved through the professional commitment of the mentors as well as the quality of students who participate in the program. Students participate in the GWC program to experience a scientific research program and obtain leadership skills at Iowa State University.

During the summer of 2011, we had the 21 GWC interns: 5 high school students (for the 6 week program) and 16 undergraduates (for the 8 week program). The interns are funded through the College of Agriculture and Life Sciences, NSF grants to ARS, USDA grants, and the McNabb internship award.

The goal of the George Washington Carver Internship Program is to promote an environment in which interns will gain valuable research experience working with mentors and others who assist them in making future educational and career decisions. The program also attracts underrepresented students to Iowa State University to either obtain a Bachelor's or an advanced degree.

The majority of GWC undergraduate interns come from Land Grant Institutions, Hispanic Serving Institutions, and Tribal Colleges. The rest comes from a mixture of community colleges and private universities in the state of Iowa and the U.S. Commonwealth of Puerto Rico. The GWC program offers a paid summer research internship for students that would like to do research in areas of Agriculture, natural resources, and related sciences in which, students will conduct research on a faculty-led team, participate in weekly seminars, social, cultural, and educational activities, community service, tours on and off campus and complete a final report with a presentation.

Iowa State University is committed to diversity with a global vision in the agricultural sciences. The Office of Agricultural Multicultural Programs offers a variety of leadership opportunities for students with multicultural backgrounds. The office delivers professional services to provide students a broader perspective about the world through community service activities, study abroad programs, professional conferences, and summer research programs.

Services for the students include: MLK Student Loans; Tutoring Assistance; Student Academic Advice; Dialogues on Diversity Courses; Step Forward Learning Community Seminars; Academic and Leadership Student Organizations; and George Washington Carver Summer Internship Program.

The Ag Multicultural Programs Office provides leadership opportunities, professional skills, and fosters a bond of fellowship among students, faculty, and staff. Therefore, by empowering multicultural students in agriculture, natural resources, and related sciences, the Office promotes the academic and professional advancement of underrepresented people at a global level.

Project D.R.E.A.M.S. (Developing Responsible, Educated, and Aware Multicultural Scholars) is a student run, university sponsored program that aims to inspire High Schools students of multicultural backgrounds to pursue higher education through mentorship and programming. Not only they encourage students to pursue higher education, but they want to provide other students the necessary tools to excel once they come to college. In the spring of 2008, Project D.R.E.A.M.S. started in Perry, Iowa with a diverse but underprivileged community that is in dire need of such initiative. The pilot program turned out to be a huge success, earning recognition from the Perry community, ISU leadership, and even the Governor of Iowa.

The first half of the program consisted of eight bi-weekly visits to High Schools. During these visits, the students conduct presentations and discussions about several topics of interest that included applying for colleges, finding resources, selecting a major, and understanding the value of social and cultural awareness. To facilitate the discussions, the program invites several speakers from ISU and the Ames community. The group has representatives from the ISU Office of Admissions, Office of Financial Aid, Office of Multicultural Student Affairs and various colleges. At the end of each visit, there is a mentorship session that allows the participating students to ask questions to their mentors about the theme of the visit or any other doubts they had, which allows students to receive a more personalized guidance.

The Ag Diversity Committee was created to inform the faculty in the CALS about the latest information pertaining to the diversity efforts at Iowa State University. The chair of the CALS Diversity Committee serves on Provost's Diversity Committee for greater awareness of campus-wide issues. The mission of the committee continues to inform, dialogue, and promote diversity with the support of the College of Agriculture and Life Sciences.

A series of meetings (twice each month) were arranged with a variety of topics such as 1) The Definition of Diversity; 2) The Retention Efforts of Students of Color, 3) The Tenure Process and Diversity, and 4) International Students and Faculty Opportunities. As a result of the Ag Diversity Committee efforts, the CALS faculty is informed about the latest diversity issues in the College and has contributed with innovative feedback in regards to the hiring of an Associate Dean for Diversity. A recent contribution was providing the Dean and Senior Associate Dean with input and recommendations related to the position description for the CALS Diversity Coordinator. The Committee also provided important information and recommendations to continue the enhancement of diversity that is so essential in a globalized 21<sup>st</sup> century society. Furthermore, the Ag Diversity Committee continues with the goal to encourage the faculty and

staff to promote and implement initiatives that foster inclusion and advancement in the College of Agriculture and Life Sciences.

### **Other CALS Diversity Activities and Accomplishments:**

- The college is about to start a national search for a Diversity Coordinator. We expect to have the new Diversity Coordinator hired and resident by mid-spring, 2012.
- We completed four partner accommodations involving women in research scientist or lecturer positions for four of our faculty: Biochemistry, Biophysics and Molecular Biology (BBMB - 2); Entomology; and Genetics, Development and Cell Biology (GDCB).
- The Center for Integrated Animal Genomics (CIAG) is supported by CALS as special research initiative. CIAG provides partial financial support for faculty who agree to take on a minority intern through the CALS diversity program for summer interns.
- In concert with the Dean and Associate Deans of the college, the Equity Advisor participates in workshops for pre- and post-tenured faculty regarding the Promotion and Tenure process. She also provides guidance to DEO and P&T Committee Chairs regarding best practices for P&T review.
- The CALS Faculty Research Exchange Visit provides limited support to faculty to strengthen ties with minority serving institutions by visits there or hosting colleagues to visit ISU. Visits have produced both minority graduate student enrollment and joint proposals and foster ongoing relationships.
- CALS staff and faculty participate in ISCORE/NCORE events to improve racial and ethnic relations; conference attracts university and non-university participants.
- Our college's "Graduate Research Assistantship Match (GRAM) Program" works with CALS faculty (and occasionally faculty in LAS and Vet Med) by providing one-half of the graduate stipend and fees for minority students. We typically have around 15 minority graduate students on GRAM assistantships each year. We also communicate and coordinate with the ISU Graduate College on Graduate Minority Assistantships (GMAP) to ensure that deserving diversity graduate students have support for their graduate programs.
- Diversity Programs collaborates with Agricultural Research Services of USDA through the Plant Germplasm and Genomics Outreach to American Indians. The five-year program, funded through NSF pairs from four to six American Indian students with mentors through the George Washington Carver Internship Program. Activities of the Outreach to American Indians program can be viewed at <http://www.lawrencelab.org/Outreach/>. A proposal has been submitted to continue the program for another five years.
- CALS seeks to increase opportunities for graduate students in the agricultural sciences through the George Washington Carver Fellowship program and other university programs such as AGEP, NSF-IGERTS, and NSF-REU.
- The CALS MLO, Diversity Director, Dean and Senior Associate Dean and students participate regularly in NAACP banquet, I'll Make Me a World in Des Moines, Hispanic Heritage Month, Black History Month, American Indian Symposium, Social Justice Summit, Martin Luther King, Jr. Celebration and other festivals and events honoring and acknowledging students.

- The College continues outreach to 1994 Tribal Colleges and Universities and exhibits and recruits at the American Indian Higher Education Consortium (AIHEC) annual meeting.

## **THE COLLEGE OF BUSINESS**

### **Diversity Mission and Vision Statement**

The mission of the College of Business (COB), as stated in the college's 2010-2015 strategic plan, is to "create and share research and educate tomorrow's business leaders to be prepared to face the challenges of the 21<sup>st</sup> century". One of the college's core values is to "enhance and embrace diversity among our faculty, staff, and students." Each year we review progress in accomplishing these goals at the administrative levels within the college and discuss ways in which we can improve. In addition to direct measures of diversity of our faculty, staff, and students, we also examine other areas related to diversity, such as exposure of current students to diversity issues, providing an environment which fosters respect for diversity, and raising awareness of diversity issues among the staff and faculty.

### **Diversity Efforts**

The College of Business has been generally successful in increasing diversity among the faculty, staff, and students. One of the key priorities in the COB 2010-2015 strategic plan is to increase the diversity of our student body. The percentage of female, international, and minority students all increased slightly from fall 2010 to fall 2011.

Although not specified as a measurable outcome for the college's diversity efforts, the college is actively working at increasing faculty, staff, and students' awareness of and engagement with diversity issues. Notable among these efforts are the following.

All COB students are required to understand and be committed to upholding the College's professional expectations and standards.

Students acknowledge their commitment to the professional standards and expectations upon entry to the College and again when they apply for admission to the professional program. In addition, the professional standards and expectations are posted throughout the Gerdin Business Building, and faculty members are encouraged to include them in course syllabi.

One of the general learning outcomes established for all undergraduate students in the college is to "recognize the benefits and challenges of diversity." All students are required to take BusAd 201 - Careers in Business, which contains a component introducing students to diversity issues in the workplace. Diversity content is included in some of the 300 and 400-level business courses. In MGMT 367/567 - International Entrepreneurship, MGMT 414 - International Management, MGMT 472 - Management of Diversity, and MKT 448 - Fundamentals of International Marketing, the majority of the content is related to diversity (multicultural, gender, and international cultural differences).

The COB has a Diversity Committee that addresses diversity issues in the College related to the recruitment and retention of faculty, staff, and students; fosters an environment that welcomes different perspectives backgrounds, and life experiences; encourages all members of the College

community to develop mutual respect and appreciation for multiple viewpoints; and promotes the principle of equal opportunity in both the educational and work environments. In spring 2011, the committee developed and sent out a survey to all COB students. The purpose of the survey was to determine how well the college was achieving its goal of supporting and encouraging diversity and to gain insight into additional actions that could be undertaken to better accomplish this goal. To encourage participation, the names of students participating in the survey were entered into a drawing for an Apple iPod Touch, of which three were given away. The survey was sent to approximately 4,000 students and 559 students responded, for a response rate of 14%. The committee is still in the process of analyzing and interpreting the results of this survey.

The Gerdin Citizenship Program includes a requirement for participants to engage in at least two activities where they will interact with others who are different from them. The purpose is for students to learn to appreciate and respect diversity through experience rather than lecture. During the 2010-11 academic year about 80 students voluntarily opted into this program. After these interactions, students are asked to reflect on the differences and similarities between themselves and others. Students have reported that their experiences have been very meaningful and have helped them look at people and the world in a different way than when they arrived at Iowa State. This program is supervised by the associate dean for undergraduate programs.

The Multicultural Business Network is a COB student organization with the specific purpose of providing support, networking opportunities, and professional development for multicultural business students. Minority students also receive support with respect to career development and placement services. Each semester, in conjunction with the Business Career Fair, the Multicultural Business Network co-hosts a networking breakfast with the Career Services Office. A resume book for minority students is put together and made available to all recruiters attending this event. Student support for minority students is also specifically provided by the college's multicultural liaison officer (MLO).

In spring 2010, a committee was established to organize and run a "Young Women in Business Conference" that was designed to encourage high school girls to consider business as a career. The first conference occurred in fall 2010, and 48 high school girls attended. The committee subsequently submitted and received a grant in spring 2011 for \$2,500 from the Women's Enrichment Grant Program at ISU to help improve the conference this year. In fall 2011, attendance increased, with approximately 170 high school girls attending. Fundraising efforts are underway to provide a secure stream of money to help put on the conference in the coming years.

New minority faculty, like all new faculty in the college, receive mentoring from a colleague for their first three years at Iowa State. The purpose of this relationship is to provide whatever support the new faculty member needs that will help him/her be successful at Iowa State. We have also implemented a Faculty Development Program, which requires that each new faculty member, in conjunction with his/her department chair and mentor, develop a customized plan with respect to research, teaching, and service that will contribute to his/her success.

Overall, the College of Business is making progress on enhancing and embracing diversity among our faculty, staff, and students. We will continue to monitor our progress and make necessary changes in the future to continue these efforts.

## **THE COLLEGE OF DESIGN**

### **Diversity Mission/Vision Statement**

This document summarizes the actions of the College of Design to assemble a truly diverse environment for the benefit of all the members of our community. It is well documented that diversity is a critical component of all creative processes, and in a college where creativity is essential, diversity is not just about being politically correct; it goes to the very core of our mission. We intend to pursue two avenues in parallel: First, creating diversity — that is, promoting practices that will enhance our ability to attract new individuals with underrepresented backgrounds to our community and/or retain those who are already here. Second, implementing and managing diversity, a challenge we believe has not been addressed as fully — that is, learning how best to harvest the benefits of the diverse environment we strive to create and maintain. We expect that finding a balance between these two approaches will reinforce our capacity to attract and retain faculty, students and staff because they perceive more clearly their contributions to our creative agenda. On the other hand, we expect that positive results will intensify the commitment of our community toward the goal of diversity.

### **Diversity Efforts**

The College of Design has developed flex-time guidelines allowing P&S employees the opportunity to adjust their work schedule in order to accomplish the following goals:

- Provide excellent service for all students, faculty and staff.
- Allow alternative work schedules for P&S employees in the College of Design when personal or professional circumstances apply, as the CoD is a 24-hour building.
- Support the varying hours required of different positions for the most successful completion of duties and ensuring complete coverage during the core working hours.

Faculty members across disciplines in the College of Design received an ISU Women's Enrichment Fund grant in order to conduct a study on how women in design careers balance work and life choices. Their goal was to develop and conduct two surveys, one of current design students to identify what they perceive will be the impact of gender and diversity on their careers, and one of design graduates to collect feedback on actual impacts. The survey results will be analyzed to identify specific modifications which could be made to the design curriculum and to guide the organization of roundtable discussions to inform and prepare students for life situations.

Faculty members throughout all departments in the College of Design are involved in research, teaching, and studio projects that center on issues of equity and social justice. Examples include, but are not limited to, research and teaching on Latino communities in Iowa, research and teaching on affordable housing, teaching/studio work in underserved neighborhoods, teaching on gender issues and social justice, international travel to assess humanitarian needs and the way design and design students can contribute, and specialized studio classes on various US Ethnic Minority groups: their history, culture, and contribution to design study. (Some studios are new

each year as needed, e.g., vertical studio on needs of those affected by the earthquakes in Haiti and Chile.)

The College of Design's Diversity Board is working with the Difficult Dialogues program out of the Center for Excellence in Learning and Teaching in order to determine the best way to provide faculty members with best practices for incorporating inclusivity into the classroom when it is threatened.

The multicultural liaison officer (MLO) for the College of Design has been engaged with the orientation courses for the college. She gives a presentation and answers questions regarding issues of diversity in design fields, including representation, acknowledgement, and cultural understanding as it is relevant to the work students are asked to do.

The College of Design has an ongoing relationship with Lanzhou Jiaotong University (LZJTU) in China in which ISU students have gone abroad to study at LZJTU. Beginning in the fall of 2010, students from Lanzhou will come to ISU, resulting in a more cross-cultural relationship between the two institutions. Also, while the relationship between both universities has been through the Department of Architecture, we are looking to expand to our other design disciplines.

The ISU College of Design hosted a group of 15 students from Yeungnam University in Daegu, South Korea, for a three-week intensive design and English workshop, June 30 through July 25, 2011. The students begin each weekday with a 90-minute English class followed by about four hours of studio instruction with faculty from the college's graphic design program. The program was designed to expand upon the students' existing knowledge and skill sets and help them put cultural understanding into practice.

Numerous students, faculty, and staff attended from the College of Design attended the 2011 Iowa State Conference on Race and Ethnicity; topics ranged from diversity in design education, to the language of racism, and cultural expression. Two Design students who attended the 2010 National Conference on Race and Ethnicity (NCORE) presented workshops after being engaged in scholarship during the 2010-2011 academic year. The MLO for the CoD and one student (Arch) attended the 2011 NCORE session along with ISU's cohort and. (New)

The MLO presented to the Iowa Academic Advisors Network annual drive-in conference in April on models for cultural competency in academic advising.

Student organizations in the College of Design have been involved in issues of social justice and multicultural issues. The National Organization for Minority Architect Students and Architecture participated in FACES of Ames, ClubFest, and VEISHEA. (New and Ongoing)

Recruiting historically underrepresented students has been a priority for the College of Design. For the last two years a faculty member in Architecture, has assisted in recruitment efforts by participating in an Upward Bound College Fair for Native American students at the University of Colorado, Boulder. In addition to those efforts, the college's MLO has participated in interviews for the Multicultural Vision Program scholarship. She has also targeted mailings to prospective students that serve to introduce the MLO and her services/resources. The MLO also participates

in the Academic Program for Excellence (APEX), a summer bridge program for incoming multicultural students, assisting in recruiting students to the College of Design or retaining them as students at Iowa State University. The MLO also works with the Office of Admissions, sitting on the George Washington Carver Appeals Committee, providing opportunities for students to maintain academic standing at the university. The MLO, along with academic advisors, participates in the I'll Make Me a World in Iowa program in Des Moines each year, introducing the College, and design principles, to predominantly African-American school children (Grade school through High school).

The College of Design implemented a diversity scholarship to be awarded to an incoming first-year student. The scholarship is a one-year award divided evenly between the first and second semesters.

As a recruitment tool, the College of Design has implemented a summer program that would introduce high school students, some of whom are first-generation and/or from underrepresented student populations, to design fields. Ninth- to 11<sup>th</sup>-graders are targeted in the hope of creating a relationship with the College of Design and Iowa State University, resulting in enrollment upon completing high school. During July 2010, we enrolled 20 campers, five of whom attended 2011 orientation sessions and are enrolled in the Core Design program for the 2011-2012 academic year. During July 2011 we enrolled 22 students and look forward to seeing many of them in fall 2012.

The College of Design has sponsored and highlighted a number of programs whose aim is to celebrate difference and enhance interactions within and among groups. These programs have included:

- Jiang Wu, *Vice President, Tongji University, Shanghai, China* presented Shanghai: Where East Meets West. Wu is vice president of Tongji University, one of China's premier institutions of higher education. He also serves as vice chairman of the Shanghai Architecture Society and is a member of the Architecture Society of China Steering Council and an honorary member of the Sculpture Society of China. In this presentation, Wu discussed the history and recent rapid development of the city of Shanghai, the largest center of commerce and finance in China and that country's fastest-growing metropolis.
- Jennifer Drinkwater, ISU lecturer in integrated studio arts, explored the meanings associated with the language that we use and the implications of these meanings in "Learning to Write American." The use of text is an essential aspect to her work, in that it links our use of language with our perceptions of images and forms. Drinkwater appropriates visual and textual elements from all areas of visual culture in order to establish cross-cultural connections and renegotiate meanings. In other words, meaning occurs in the juxtapositions of objects.
- Intersections, Symbolism and Imagery: Lanzhou Jiaotong University and Iowa State University Exchange Exhibition showcased artwork by faculty from Lanzhou Jiaotong University (LZJTU) in Lanzhou, China. The program included a ceremonial signing of a new memorandum of agreement between Iowa State and LZJTU that expands the existing agreement to include all disciplines in the College of Design and their counterparts at Lanzhou.

- Staff members attended MSA Workshop: A Student Affairs Imperative: The Retention of Men of Color by Robert Page, *founder and CEO, Legacy Group, Inc., Raymore, Mo.* Page specializes in retention and recruitment programs for multicultural students.
- The College of Design Co-Sponsored the Thompson Memorial Speaker Bunky Echo-Hawk (Pawnee/Yakama). Echo-Hawk is a multi-talented artist whose work spans a range of media and lifestyles. A graduate of the Institute of American Indian Arts, he is a fine artist, graphic designer, photographer, writer and a nonprofit professional. He is also a traditional singer and dancer. In 2006, Echo-Hawk co-founded NVision, serving as executive director until 2009. NVision is a non-profit collective of Native American artists, musicians, community organizers, and non-profit professionals who focus on Native American youth empowerment through multimedia arts. Rhyne, principal with the Urban Design Group in Atlanta, will speak about *Native Identity in Contemporary American Indian Design* in the 2010 Richard Thompson Memorial Lecture.
- The College of Design has numerous study abroad opportunities in which all students from ISU can learn and interact with diverse peoples, and students from other countries have the opportunity to come to ISU in order to learn and share their cultural and lived experiences. These programs include study abroad opportunities for students in Rome and with the Beijing University of Technology. The college also has a Memorandum of Agreement (MOA) with Lanzhou Jiaotong University in China, the University of Western Australia, and Yeungnam University in South Korea.
- The MLO for the College of Design provides opportunities for students from all backgrounds to engage with one another in social and academic settings. Examples include lectures sponsored by the Des Moines Art Center, trips to local art shows in the Ames/Des Moines area, Attendance at the Des Moines Art Festival, Financial Aid workshops, and cultural meals and gatherings.
- The MLO for the College of Design runs a monthly portfolio workshop to assist first-year underrepresented students with the process of applying to enrollment-managed programs. Students are mentored by second-, third- and fourth-year underrepresented students in our programs, both in the sessions and in between as needed.
- Faculty members in the Department of Architecture have been leaders in the American Institute of Architects (AIA)-Iowa Diversity Committee, working especially hard in the last year to create a relationship in which underrepresented college and high school students from the Ames and ISU community are mentored within the field on educational and professional development topics. This program will be implemented in fall 2010, although the committee has already worked with faculty and students in the College of Design throughout the 2009-2010 academic year to write their proposal.
- Faculty and staff members in The College of Design actively participate on the University Committee on Women's as well as the University Committee on Diversity.

The College of Design has continued to realize successes in the representation of students, faculty, and staff from underrepresented populations. Our recruitment of talented students from diverse backgrounds continues to set us apart at Iowa State University. In addition to enrolling students who come from a diversity of backgrounds, we have had great success in providing both academic and extracurricular support for these students. Workshops, guest speakers, and student organizations whose goals are to provide all students in the College of Design with an

understanding of the cultural capital they possess have created a community of understanding and support in the college.

Efforts that have been particularly successful have included lectures by designers from underrepresented populations who are accomplished in their fields. These speakers have allowed all students, but especially majority students, to hear a counter narrative while at the same time learning about the design fields that they are passionate about. These programs have been most successful when time has allowed the guests to visit classrooms and studios and engage with students on a more personal level.

Other successes in the College of Design come from the faculty. Our faculty have such diversity in their research and teaching interests that our students have the opportunity to create and learn in an environment that pursues real solutions to real problems, design and otherwise. The partnerships that academic programs have created with other countries (Italy and China study abroad opportunities), and local communities (AIA diversity committee, Town/Craft, etc.) provides faculty members with the resources to diversify the curriculum and students with the opportunity to embrace and explore difference.

The areas in which we struggle are not unlike other colleges and programs. In such a specialized college, there is difficulty incorporating issues of social justice and diversity into courses where those topics are not the main curriculum. We plan to work with the Center for Excellence in Learning and Teaching and the Difficult Dialogues program to create opportunities for faculty members to learn how to tackle these topics when they arise in courses that are not designed to address these issues, and then in advising sessions with students and among faculty members in their interactions. We also continue to struggle with how we provide engaging and challenging opportunities to students around issues of diversity, inclusion, and social justice with declining budgets. We have been working as a college of designers on ways to be more creative with the talent we possess in our faculty, staff, students, and alumni, and we are hopeful that as a community that creates solutions, we will find a way to continue to provide leadership to students in the areas of diversity and social justice.

## **THE COLLEGE OF ENGINEERING**

### **Diversity Mission/Vision Statement**

The diversity of our community is critical to the College of Engineering. We know that people who come from varied backgrounds and life experiences offer new ideas and diverse perspectives for meeting the technological needs of our society in the future. To meet global needs of clean water, green energy, sustainable agriculture, and affordable healthcare, among others, the engineering profession needs to draw upon the creativity and ingenuity of people as never before. Doing so will require fully engaging communities that have previously been underrepresented in the engineering workforce.

This is a resonant message. Our students – tomorrow’s practicing engineers – are the ones who will lead us to a cleaner, healthier, safer, and more sustainable world. The next generation of engineers, coming from varied backgrounds and life experiences, will offer new and diverse perspectives for meeting these technological challenges.

However, there are realities that we likewise acknowledge. The engineering profession is challenged because our workforce does not look like America. Only about 18% of doctoral degrees in engineering are awarded to women. The numbers for traditionally under-represented minority students are even lower. At Iowa State, we lag national averages for the participation of women and multicultural students in engineering. Our own challenges, and our progress, take place against the national backdrop where engineering is not widely seen as an inclusive profession.

### **Diversity Efforts**

Broadening participation of students requires a holistic approach, including developing the prospective students in the K-12 years and then providing our recruits with appropriate transition support and other student support programs to ensure the success and retention of students toward the goals of graduation. Likewise, broadening the participation of graduate students, post-docs, and staff requires a holistic approach ranging from partnerships with faculty at other institutions and developing the supportive environment within the colleges and departments. Consequently, the college is working to have the entire organization embracing diversity as a shared responsibility. Effort at different organizational levels is necessary - centrally, at the college level, at department levels, and at the levels of individuals and their decisions. It shouldn't be just one person, or one office, that has the responsibility. Hence, some diversity functions vest at the college, some that we collaborate with others on campus with, and some that vest at the departmental level.

In that view, each academic department, for instance, has established and maintains a department-level diversity initiative, as best suited to the needs of the department. These initiatives are directed at the recruitment, retention, and academic success of women and under-represented minority students. Department chairs have also identify a faculty member to serve as lead of the departmental program, and these responsibilities are included in the faculty member's Position Responsibility Statement so that the faculty member is duly recognized for advancing the college's diversity mission. Collaboration among departments and their faculty and staff members to improve the diversity of our student body is encouraged, as is collaboration with the Professor-in-Charge of Community Based Recruitment and Retention. Each chair has established goals, benchmarked relative to their peer programs, with key performance indicators including enrollment, retention, and success to graduation. As part of the college's overall strategic approach to improvement, the college has developed diversity-focused key performance indicators that are defined at both the college and departmental levels.

In short, each of the college's departments and research centers, and the energy of our faculty and staff, must be marshaled as resources. Our approach is to build bridges and interdependencies between diversity programs at the department, college, and university levels. We will also engage industrial advisory councils and corporate recruiters. We know that they share our commitment to a diverse workforce, and we will ask for their help.

Diversity efforts in the College of Engineering are in the areas of faculty recruitment and development, student recruitment, student retention, and department initiatives.

**Faculty Recruitment and Development.** It is well established that a diverse faculty is one of the best predictors of recruitment and success of diverse students. The college is committed to increasing the diversity of its faculty. The engineering college is now supporting a 1/3 time faculty effort towards activities that increase recruitment, retention and advancement of women and underrepresented minority faculty. The position is the College of Engineering Equity Advisor. There were two major thrusts in 2010-2011. The first involved training and support for faculty search committees to both broaden the pool of applicants and also develop and implement processes to ensure consistent, fair evaluation of candidates. The second effort involves enhancing mentoring of new faculty. New faculty in the college met with the equity advisor at the new faculty orientation to discuss the assignment/selection of mentor(s) and the development of Position Responsibility Statements. In a second engineering-only welcome event, discussions were held about resources and expectations in their early years. These mentoring activities will continue throughout the year.

**Student Recruitment.** Several recruitment efforts in the college continue to focus on the recruitment of a diverse student population. The Community-Based Recruitment and Transition (C-BRT) effort has historically focused on recruitment of African-American students. This effort has been expanded to include new communities with a high density of underrepresented students as well as several all girl high schools. The college was a successful partner in being awarded a Lewis-Stokes Alliance for Minority Participation (L-S AMP) center. The goal of this program is to increase the quality and quantity of minority students successfully completing STEM baccalaureate degree programs, and increasing the number of students interested in, academically qualified for and matriculated into programs of graduate study. The director of this program will be an engineering faculty member and will involve several universities, colleges and community colleges in the upper mid-west as partner institutions.

**Student Retention.** Once the students are on campus, the college has retention programs designed to help them be successful. One such program is the SPEED program that provides students the opportunity to experience college life in the summer before their first fall semester. This program has both academic and research tracks and is designed to prepare incoming students for the rigors of studying engineering, to give them hands-on experiences in the lab, and to build their 1:1 relationships with faculty. Multiple faculty members from most of the engineering departments participate in this retention activity. Another retention program in place is the Leadership for Academic Diversity (LEAD) learning. This program provides academic, professional, and social support and development opportunities for undergraduate multicultural and female students across the college, to aid in their retention and success.

**Departmental Initiatives.** Our Department of Chemical and Biological Engineering (CBE) has actively worked to recruit and retain students of color. The CBE department initiated a chapter of the National Organization of Black Chemists and Chemical Engineers as one of its student groups several years ago, and it supports students to attend these national meetings. In fact, this last fall the department hosted the regional meeting of this organization and in the following spring the department hosted the national meeting for this group. Five students from the CBE department presented posters at these meetings.

The Department of Mechanical Engineering (ME) has established mentoring, social and networking programs within the Women in ME initiative. The program is student run and faculty moderated and organizes a series of social interaction events such as a welcome picnic, putt-putt golf and ice-cream socials featuring faculty servers as well as professional development events such as mock interviews, resume building and an informal chat session with women professionals and faculty called 'Chat with ME'. The department also supports the professional success of women once they are on campus with workshops like Being a Women in Engineering, a program that draws freshmen through post-docs to discussions on work-life balance. The ME department has an NSF-Research Experience for Undergraduates (REU) site that has built connections with Savannah State University in Georgia, an HBCU and University of Puerto Rico, Mayaguez. The last two years, we have hosted 14 minority and women students. Finally, the ME department actively recruits women students to the undergraduate program through WiME scholarships and personal recruitment by the department chair.

The Electrical and Computer Engineering Department continues to support the Digital Women group, a student-initiated and run organization dedicated to create an inclusive community of women in degree programs related to computing and electrical engineering.

The Material Science and Engineering (MSE) department was one of the first round focal departments in the ADVANCE Institutional Transformation effort. In the last 5 years, we have developed and implemented strategies in four areas related to improving the recruitment, retention and promotion of women and underrepresented minorities, almost all of which also improve the departmental climate for all faculty. These areas include the faculty search process, work-life management, effective mentoring and transparency in decision making, both for faculty workload assignments, and for promotion and tenure. There is an active peer mentor program to enhance support and success of students early in their academic career. Additionally, the department has an extremely active professional society (Material Advantage).

## **THE COLLEGE OF HUMAN SCIENCES**

### **Diversity Mission and Vision Statement**

As the College of Human Sciences strives to expand human potential and improve the lives of others, we develop our individual capabilities to accept, grow, and project new ideas that will help create a better society for all. Diversity is at the core of what we do in the College of Human Sciences; and we work to create a stimulating, holistic, nourishing environment for students, alumni, faculty, and staff of all backgrounds. We examine ways in which both intentional and unintentional assumptions about diversity influence issues of equity.

The College of Human Sciences (CHS) focuses on people; expanding human potential and improving lives. Committed to the creation and advancement of knowledge, the CHS provides the highest standards of excellence in education and innovation; fosters intellectual and personal development; and stimulates meaningful learning, research, and Extension/outreach. One of the four primary goals is that CHS will attract, support, and retain outstanding collaborative and diverse faculty and staff that create, share, and apply knowledge to expand human potential and increase constituent's quality of life.

Under our strategic plan, two key objectives focus on diversity. The first is to develop and implement strategies to increase the numbers of under-represented minority faculty and staff at a rate faster than the corresponding increase of the university. Departments and other college units must identify staff/faculty applicant pools that are as diverse as possible when hiring. For faculty hires, search committees are asked to identify a diverse set of candidates and to identify the method by which this was done. This report is then forwarded to the dean for final approval. Chairs must annually report their efforts to recruit and retain diverse faculty and staff. Likewise, chairs are responsible for increasing the diversity of students enrolled in their departments. Strategies to address shortcomings in these efforts are devised conjointly by chairs, deans, faculty, and key staff members such as our diversity coordinator, recruitment officer, and advisors. In their annual evaluations, administrators are accountable for their efforts to support and enhance diversity. This year the CHS Diversity Committee is hosting a faculty forum on targeting the faculty search process to leverage diversity and equity in the college and the possible impact on students, staff and fellow faculty members.

CHS's first Community Equity Adviser was selected in summer 2011 and serves as a central resource for equity issues in the college, especially pertaining to the recruitment and hiring processes for faculty. Beginning with this academic year the EOC is meeting with each of the Search Committees in the Department of Curriculum and Instruction to review procedures and resources for to enhance efforts in recruiting faculty from diverse backgrounds.

The second objective is to recruit, support, retain, and graduate a diverse group of exemplary undergraduate and graduate students dedicated to expanding human potential and improving people's lives locally, nationally, and globally. Undergraduate and graduate student of color enrollment has increased 56% since the college formed in 2005. In 2010, the college began a new retention program for new first-year students of color aimed at connecting them to key faculty, staff and resources within the college and on campus called Connect Four. The program is in its second year and participation has increased. First-year participants had a higher GPA and retention rate than their non-participant counterparts. To address graduate student retention, the CHS in collaboration with the Graduate College has begun a graduate students of color roundtable series, promoting networking and resource utilization.

A CHS faculty award for diversity enhancement has been created to recognize outstanding performance in enhancing diversity in departmental, college, or university programs at Iowa State University.

### **Diversity Efforts**

- A group of five CHS faculty members attended the Association of American Colleges and Universities' Institute on High-Impact Practices for Student Success in Burlington, Vermont in June of 2011. The goal of this five person team was to develop a strategic plan for diversity enrichment in the College. At this workshop, faculty representatives received a plethora of information about high impact practices for recruiting and serving underrepresented groups including networking with alumni (e.g., internships and colloquia), creating connections across the country with other institutions (e.g. emails, brochures, campus visits), and getting faculty committed and active in the recruitment and retention of members of underrepresented groups.

- CHS is currently participating in a Provost Office initiative called *Difficult Dialogues*. A CHS faculty member and a CHS student joined a team from ISU that attended the 2009 summer institute on Difficult Dialogues at the University of Missouri. CHS was chosen as a pilot college to implement the program. A Provost Diversity grant proposal was written by the CHS Diversity committee to develop a year-long CHS faculty/staff learning community around this topic. The learning community is continuing to meet in 2011-2012 and is developing college wide activities to expand the Difficult Dialogue process.
- The college continues to provide leadership and instruction for **Dialogues on Diversity**, a class taught through Curriculum and Instruction that serves the university community. Typically, 120 students enroll in this course each semester, which seeks to develop deeper student understanding of individuals from diverse cultures; multicultural perspectives; and the roles of race, ethnicity, and socio-economic status in an increasingly diverse Iowa and nation. Currently a two-credit second course, Dialogues into Action is under development to reinforce and apply the information learned in Dialogues on Diversity.
- **Social Justice Concentration:** Instituted in the fall of 2008, the social justice concentration in the Department of Educational Leadership and Policy Studies (ELPS) is designed to provide students with the opportunity to engage in rigorous study of higher education in connection with social justice. Students study the dynamics of privilege and oppression at the individual, group and systemic levels. They also learn skills to change policies and practices that effect social and economic justice. The program has developed a graduate certificate and is continuing to grow in enrollments. As a result, the ELPS department was awarded *The Commitment to Social Justice Education Award*, given by the American College Personnel Association (ACPA) in 2010.
- The CHS Curriculum Committee defined five undergraduate core learning outcomes that include social justice/responsibility among its areas of focus. The CHS faculty voted to accept the new core outcomes in spring 2009. The CHS Outcomes Assessment committee is currently working to implement social justice at the introductory, intermediate and advanced levels in the curriculum of each of the college majors.
- The **CHS Learning Community** programs continue to grow. Eight learning communities serve 375 CHS students. A central CHS Learning Community Coordinator was assigned in 2009. Multicultural students are enrolled in all learning communities. The Adult Non-Traditional Students learning community in particular is unique in the university in that it builds community among adult and non-traditional students.
- **Study Abroad programs** are active in England, Italy, France, and Indonesia while new ones are being established in China, Spain, and the Bahamas. International student teaching partnerships are established with institutions in Italy, New Zealand, Norway, Spain, and Indonesia and under consideration in Poland, Egypt, Malaysia, and India. A new internship program is being established in Ghana. Service learning programs are established in Peru and India and a new one is established in Brazil. Academic cooperation partnerships are established in China (Henan Normal University, Dong Hua University, and Wuhan Textile University) and South Africa (University of Pretoria). Establishment of new partnership is in progress in Korea (Soonchunhyang University).

- The first **CHS International Student Forum** is planned for October 2011 to connect international undergraduate and graduate students with faculty and staff as well as each other and to promote available resources.
- A Textile and Clothing Class Global Sourcing Class requires students to work on projects with students from South Africa and Australia.
- The Hospitality Management Program hosts the **National Society of Minorities in Hospitality** student club. In addition the **Apparel Multi-Cultural Organization** was formed. This is a student organization focused on professional preparation and academic success for students of color in the Apparel, Merchandising and Design program. The Diversity Coordinator assisted students in forming the **ISU Leaders in Education and Diversity** organization.
- In September 2011 the college hosted a leadership retreat for sophomore, junior and senior students of color in majors across the college focused on leadership development and professional preparation.
- Several CHS faculty and students presented at The Iowa State Conference on Race and Ethnicity (**ISCORE**) in 2011.
- Seventeen CHS courses are identified as meeting the U.S. Diversity undergraduate requirement for ISU students. These include such courses as Ethnicity and Learning, Human Sexuality, Aging and the Family, Housing and Services for Families with Special Needs. Fourteen CHS courses are identified as meeting the International Perspective requirement for ISU undergraduates.
- Faculty and students in the Department of Apparel, Educational Studies & Hospitality Management in CHS developed a display, **“Tana – Bana”, showcasing the colors, weaves, and designs of traditional textiles from India.**, in the Mary Alice Gallery, Morrill Hall, Iowa State University, September-December, 2011.
- Textiles and Clothing presented the fall 2010 exhibit: **West Africa**
- ELPS faculty and a graduate student presented **“Undocumented Immigrant Students in Higher Education Discourse and Policy”** as part of the 2010 Iowa State Latino Heritage Month celebration. The college co-sponsored the viewing and discussion with the directors of “Precious Knowledge” a film about the abolition of ethnic studies programs in schools and the impact on students, teachers and the community as part of the 2011 Iowa State Latino Heritage Month celebration.
- Academic advisors across the college participate in recruitment events such as Science Bound, Educational Outreach Programs, I’ll Want to Make Me a World in Iowa Day. Additionally, they meet with prospective students from all over the country and world and provide information and resources to all students. In creating recruitment materials for the departments are cognizant of selecting photographs and wording that will promote an inclusive environment.
- Faculty and students from ELPS planned the first annual **Womyn of Color Retreat** for students, faculty and staff to be held November 2011. This retreat is designed to aid in the networking and leadership development of women of color on campus.
- CHS departments proactively seek multicultural students to serve as Peer Mentors and Student Ambassadors to work with our multicultural initiatives.

## **THE COLLEGE OF LIBERAL ARTS AND SCIENCES**

### *LAS College's Definition of Diversity*

"Diversity" means more than just acknowledging and/or tolerating difference. Diversity is a set of conscious practices that involve:

- Understanding and appreciating interdependence of humanity, cultures, and the natural environment.
- Practicing mutual respect for qualities and experiences that are different from our own.
- Understanding that diversity includes not only ways of being but also ways of knowing.
- Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others.
- Building alliances across differences so that we can work together to eradicate all forms of discrimination.

Diversity includes knowing how to relate to those qualities and conditions that are different from our own and outside the groups to which we belong, yet are present in other individuals and groups. These include but are not limited to age, ethnicity, class, gender, physical abilities/qualities, race, sexual orientation, as well as religious status, gender expression, educational background, geographical location, income, marital status, parental status, and work experiences. Finally, we acknowledge that categories of difference are not always fixed but also can be fluid, we respect individual rights to self-identification, and we recognize that no one culture is intrinsically superior to another.

### **Diversity Efforts**

Departments will appoint a diversity representative to monitor individual units, and to be a Diversity Resource for the unit. These Diversity Resources will meet for the first time in the fall of 2011. Focus of the meetings will be an opportunity to share best practices, visit about diversity in searches, ideas for student recruitment (including more students from diverse backgrounds) and student retention and graduation rates for minority students. A concern expressed in the diversity committee is that our multicultural liaison employee, due to budget cuts, has been assigned to half-time status as a general advisor, limiting the time to address the needs of minority students.

A university diversity grant was awarded and the LAS College matched it to create a website to help minority faculty and students connect with the community and services that might be unique to their needs. Services might include hair care, food items, entertainment venues, etc. This should help potential and new faculty and students adjust to the community. The site will be hosted and maintained through the Iowa State Daily to help it stay current.

The Greenlee School and the LAS College took steps to make the campus more open to gender diversity. The Greenlee School and Iowa State Daily have several students who are transgender. Two single use bathrooms in Hamilton Hall were re-designated as gender neutral. This triggered university wide discussions that resulted in a policy change to provide gender neutral bathrooms in campus buildings when feasible and in new construction and remodeling plans.

The ADVANCE program met with all search committee chairs to share information about open and inclusive searches. A DVD outlining best practices at all levels of the search is given to each search committee. Particular attention is encouraged in the STEM fields. Sample language to encourage the discussion of diversity is provided to each committee:

LAS has sponsored or co-sponsored several courses/seminars/learning communities focused on diversity, such as

- Social Justice and Equity where students learned how to promote social justice issues through media involvement.
- Freedom Riders, a CELT faculty forum.
- Holocaust and Human Behavior with Contemporary Connections.
- A Catt Center workshop: Ready to Run Iowa: Campaign Training for Women.
- Food for Thought: Consuming Asian American Histories and Cultures.
- A Battle in Texas: Mexican American and African American Civil Rights.
- Poverty and Social Justice.
- In addition to these LAS sponsored programs, LAS Faculty and staff have been active in university initiatives such as Difficult Dialogues and Dialogues on Diversity.

LAS is the home to the Center for American Intercultural Studies (CAIS), which provides oversight of the LAS College's programs in U.S. Latino/a, African and African American, American Indian and Asian American Studies. Its special charge is to support teaching and research on the experiences of the major underrepresented ethnic groups in American society, and it is currently building a curriculum focused on the ways that ethnic and cultural groups in America interact with one other and with the Euro-American community, as well as with others in broader global networks.

CAIS organized the first Future of Ethnic Studies Summit, with presenters from Mt. Mercy College, Cornell College, University of Minnesota, University of Northern Iowa and ISU. A day-long conference with about 200 participating or attending and music by World Port.

CAIS has continued to draft its governance document and its proposal for an Intercultural Studies Major. U.S. Latino/a Studies has submitted its proposal for a minor to the Faculty Senate's Curriculum Committee for final approval.

American Indian Studies has a growing cadre of declared AmIn Studies minors, which is a culmination of the very strong undergraduate program offered the past few years. In fact, AIS' primary focus has been academic, with an annual enrollment of more than 500 students in more than 20 courses and a constant demand for more offerings. As a result, AIS is the largest of any of the intercultural studies programs, and an important provider of U.S. Diversity credits.

American Indian Studies has submitted its proposal for a large-lecture format for the Introduction to American Indian Studies and has received grants to move some courses on-line to be able to expand courses outside of Iowa State campus. Two new on-line courses are being taught in fall of 2011.

LAS is the home to the Interdisciplinary Women's and Gender Studies program, which focuses on gender diversity issues. Student numbers continue to grow over the past two years and last year over 1000 students took classes in this area. The program name change to Women's and Gender Studies reflects its broadened mission.

A Diversity Award was created for the College to recognize faculty, staff, and students who have advanced the College's vision for diversity through their teaching, scholarship, service, participation in special projects or student organizations, or campus-community outreach. The award was given for the first time this year

Another faculty member received the Cassling Family Faculty Award for Early Achievement in Teaching at the LAS Fall Convocation for her work on her Southeast Asian Oral History Project.

Numerous LAS students (along with faculty and staff) regularly participate in the annual Lavender Graduation and Small Victories celebrations sponsored by the LGBT Student Services program.

The Lesbian, Gay, Bisexual, Transgender, Ally Alliance (The Alliance) has taken large contingents to the past three Midwest Bisexual, Lesbian, Gay, Transgender College conferences in Bloomington, Indiana (18), Madison, Wisconsin (22) and this year had the largest group ever at University of Michigan (35). The Alliance proposed hosting the 2012 MBLGTACC at Iowa State University and won the bid. In February 2012, the largest college conference of its kind in the country with up to 2000 participants will be in Ames. With fantastic pre-planning and collaboration with the ACVB, University Conference Planning and Management, and the LGBTSS office we hope to set new records for attendance and transform Ames and ISU into a well-known LGBT-friendly community.

LAS created the Engel Family Upstander Award to recognize outstanding students involved in Social Justice.

LAS helped sponsor numerous speakers. A small sampling includes:

- Scott Page. He is a fresh voice in the long-running debate on affirmative action. His book, *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools and Societies*, uses mathematical modeling and case studies to show how variety in staffing produces organizational strength.
- Filmmaker activist Curtis Chin came and screened his documentary "Vincent Who?" He guest-lectured in Introduction to Queer Studies class on marriage equality and related topics. He gave a discussion in the Maintenance Shop on marriage equality as well.
- Dr. Caroline Sotello Viernes Turner led a workshop on "Recruitment and Retention of Underrepresented Faculty in STEM: The Case of the Mathematical & Theoretical Biology Institute Summer Research Program."
- Clarence Page was Keynote Speaker for the Greenlee School First Amendment Day.
- Gwen Ifill, of "Washington Week" and senior correspondent for "The PBS NewsHour, visited as Mary Louise Smith Chair in Women and Politics sponsored by the Catt Center.

- Dr. Samuel Zalanga (of Bethel University) presented “Debates on Capitalism: Comparative Study in Development and Social Change” and was sponsored by the African Student Association and CAIS.
- American Indian Studies participates in the annual spring American Indian featured speaker series administered by Lynn Paxson.

## **THE UNIVERSITY LIBRARY**

### **Diversity Mission/Vision Statement**

The Library continues to uphold the following two previous years’ goals as specified in the *University Library: In Pursuit of Our Strategic Vision 2005-2010*.

### ***Learning and Teaching and Research Goals***

*“Ensure that library collections and programs support university goals in such areas as diversity, multiculturalism, globalization, interdisciplinary studies, and experiential learning.”*

*“Continue to strengthen and broaden library collections and programs that support university research in diversity, multiculturalism, and globalization.”*

The Library continues its systematic collection programs in the areas of:

- Diversity: African American Studies, American Indian Studies, Asian American Studies, Latino/a Studies, Women's Studies, LGBT Studies, and multicultural diversity materials
- Globalization: Chinese Studies, French, German, Russian Studies, Spanish, and International materials of all types
- Religious diversity materials

To expand the diversity, multiculturalism, and globalization of its collections and services the Library has assigned Subject Librarians for each of the above subject areas. Subject Librarians are responsible for building the collections, providing classroom and online instruction, and in-depth research assistance to ISU faculty and students. The Library also has a wide variety of online class and research guides related to diverse classes and subject areas to assist researchers in identifying the best resource materials for their specific needs.

### ***Human Resources Goal***

*“Maintain a well-trained, knowledgeable, diverse, and service-oriented staff (library faculty, professional & scientific staff, merit staff, and student assistants) and a positive work environment essential to the successful operation of the library.”*

One approach of pursuing this goal is through the Library Diversity Committee. This is a long-standing library committee, which consists of six members representative of faculty, P&S staff and merit staff. This is an active committee that meets on a monthly basis. The Library Committee on Diversity works with the Dean of the Library to develop and promote a diverse work force within the ISU Library. The creation and maintenance of a community that is multicultural, multiracial, and multinational as well as respectful of the dignity of all persons is essential to the educational mission of this library.

The Library Diversity Committee's charge includes:

- To inform and educate Library personnel concerning diversity issues.
- To maintain a focus on equal employment opportunity and affirmative action within the Library.
- To help create a work environment in which all personnel are able to develop to the fullest extent of their potential.
- To review with selection committees the recruitment process in relation to members of protected classes for professional positions, and to serve as a resource for hiring at all levels.

### **Diversity Efforts**

An essential aspect of creating a welcoming environment begins with first impressions. All library applicants who are interviewed are welcomed and respected throughout the entire interview process. The search committee fulfills an active role in this process as well as the Diversity Committee, which provides all faculty and P&S search committee chairs with a diversity packet containing information regarding appropriate interview questions and diversity initiatives. At the conclusion of the formal interview a member of the Diversity Committee meets with each candidate, and asks key questions regarding the entire interview process. During the past two years we have not received any negative responses regarding inappropriate questions or behaviors. Moreover, we have received extremely positive feedback from external candidates regarding the professionalism shown during interviews.

The Library continues to uphold the following goal as specified in the *University Library: In Pursuit of Our Strategic Vision 2005-2010* – “Ensure recruitment of a qualified, diverse, and service-oriented staff”. Although the Library conducted a limited number of searches during this time period, all faculty and some of our P&S positions are advertised nationally to recruit the most qualified, diverse candidates. Vacant positions are posted on as many websites as possible that reach diverse candidates in the specific field of the vacancy.

From the public perspective, the University Library offers a variety of services for patrons with either temporary or permanent disabilities, and works closely with staff in the university’s Disability Resources Center to continuously improve these services. Iowa State students, faculty and staff are encouraged to contact the Library's Stacks Management for information on access and services available. Full-time staff or students are available to assist users. The e-Library provides a complete overview of all disability-related equipment and services provided by the Library ([www.lib.iastate.edu/services1/other/disab.html](http://www.lib.iastate.edu/services1/other/disab.html)). Having branch facilities throughout the campus is also an extremely valuable resource for patrons with disabilities.

Faculty and P&S staff serve on various University Committees with diversity-related missions:

- Committee on Disabilities
- Council on International Programs
- University Diversity Committee Chairs
- University Committee on Women
- Women's Leadership Consortium
- Sri Lankan Student Association
- YWCA Board

The Library Diversity Committee partnered with Library faculty to present diversity displays over the academic year 2011-2012. The academic year schedule is shown below. The goal was to highlight material available within the Library's collection on the selected diversity related topics.

- August 2011 Equal Opportunity
- September 2011 Diversity in Iowa
- October 2011 Disabled Employees Awareness
- November 2011 American Indian Heritage
- December 2011 Human Rights
- January 2012 Diversity in the Workplace
- February 2012 Black History
- March 2012 Women's Heritage
- April 2012 Civil Rights
- May 2012 Asian Pacific American
- June 2012 Older Americans

Spring 2011: Several Library staff attended the campus ISCORE. After attending, they shared their experiences with all staff through our internal staff newsletter, *InForm*.

October 15, 2011: Several Library staff attended the Disability Summit.

## **THE COLLEGE OF VETERINARY MEDICINE**

### **Administration**

Dr. Lisa K. Nolan became the Dr. Stephen G. Juelsgaard Dean of Veterinary Medicine and the college's 15th dean and earned the distinction of being the first woman to serve as dean of the college. In support of equity and diversity, Dean Nolan gave the keynote address at the Margaret Sloss Women's Center Gender Equity and Scholarship Award Reception for the 2010 recipients. Dr. Claire Andreasen was appointed to serve as Associate Dean for Academic and Student Affairs.

### **ADVANCE/SP Program**

An Equity Advisor (EA) will be in place in 2011 for the College. The EA is the primary leader of efforts at the college to transform STEM fields for women and faculty of color. This position works with other EAs and the ADVANCE and SP@ISU leadership teams to formulate and implement strategies and activities (e.g. workshops, networking events) at the university and college level to support institutional transformation and enhance Broader Impacts (NSF) components of research programs of faculty. The EA provides information and is available for consultation on issues including recruiting, hiring, mentoring, professional development, promotion, leadership opportunities, and departmental climate as they relate to diversity and equity. The EA is expected to assist the Veterinary College administration with promoting diversity and creating a welcoming environment for faculty, staff, and students and identifying and implementing strategies. The EA will advise on best practices leading to the career success for women and faculty of color. The EA will also meet with the College HR staff as part of the

Dean's office administration and cabinet as appropriate to share, plan, and implement best practices.

### **Office of Academic and Student Services**

The College of Veterinary Medicine is dedicated to "Ensure the quality and diversity of our student population" with the following Objectives/Action Plans/Benchmarks:

- Admit outstanding students from diverse backgrounds that have a wide range of veterinary career interests.
- Office of Academic and Student Affairs (OASA) staff will continuously make extensive efforts to recruit and admit members of underrepresented groups and support their success in an understanding and accepting environment.
- College recruiting personnel participated in the career fair at the Association of American Veterinary Medical College (AAVMC) meetings in Washington, DC in 2010 and 2011. Approximately 200 students attend this event each year, with past attendees of approximately 30% students of color.
- In 2011, three OASA members attended AAVMC where the symposium focus was "Culture, Climate, and the Curriculum: The Cornerstones of Veterinary Medical Education in the 21st Century," -ways to improve and enhance an inclusive campus climate and infuse diversity into the DVM curriculum.
- The admissions committee composition was changed in 2011 from a majority of male members to 50% male and 50% female to enhance gender diversity and the ability to understand and promote role models of both genders in the profession.
- The admissions committee for the first time includes veterinarians from governmental sectors to increase the understanding on the committee of diverse careers.
- The College participated in an American Association of Veterinary Medical Colleges (AAVMC)- American Veterinary Medical Association (AVMA) national student climate for diversity and tolerance titled: AAVMC-AVMA Diversity Matters Climate Survey. The results are undergoing analysis.

### **Diversity Efforts**

**Institutional Commitment:** As stated in the college strategic plan and mission, vision and core values statements, the College of Veterinary Medicine places a high priority on creating and sustaining a welcoming and nurturing environment that allows all employees and students to reach their full potential. This is an ongoing point of emphasis as the college strives to meet its goals, those of the University, and those of the profession of veterinary medicine.

**Curriculum and Pedagogy:** The professional veterinary medical curriculum has minimal flexibility in the DVM program. However, the college is examining ways to diffuse and expand diversity understanding and competence in the curriculum. For example in communication classes, we are using diverse students and role playing supported by the theater department.

**Research and Scholarship:** In the college, these areas are aligned with the requirements and expertise of the professional program. Specific research opportunities in the area of diversity and ethnicity are limited. Coursework in the role of the veterinarian in society attempts to instill awareness of multicultural issues.

### **Underrepresented Populations**

A student club supporting diversity was formed in 2010-2011, SPECTRUM, at the College of Veterinary Medicine and is the most active club that participates in student interview weekends and VEISHEA. One of the sponsors is a staff member in the Office of Academic and Student Affairs at the College. The CVM Spectrum is a professional organization for members of the CVM community that identify as lesbian, gay, bisexual, transgender, and straight allies. The organization is open and welcoming to all staff, professional students, graduate students, undergraduate students, faculty, and technicians related to the CVM community.

The college continues to strive to increase the representation of historically underrepresented populations among faculty, staff and students, but progress has been slow. As noted by AAVMC, “*veterinary medicine remains one of the least diverse professions in the United States due to the low number of racially and/or ethnically underrepresented students*”. In spite of this challenge, central administration and departments continue to focus on recruiting outstanding faculty to the college with special attention being directed to recruiting a diverse pool of candidates. A number of departmental activities and successes are worth noting.

### ***Biomedical Sciences (BMS)***

The department chair has participated in almost all of the ADVANCE programs on campus in an effort to acquire insights into ways in which diversity and positive attitudes regarding this important issue can be enhanced. The chair has made special efforts to provide as much help and guidance as possible to three women who are on tenure track. All are being actively mentored within the department, and all received a competitive NIH award during the past year. A fourth received promotion to Associate Professor with tenure in the previous academic year. Members of departmental search committees are urged to work through the diversity website for search committee members. All search committees are charged with the responsibility of conducting searches with a focus on the importance of diversity. A fifth female faculty member was hired with a joint appointment in VDPAM and BMS, and successfully submitted her 3-year review documents in the spring of 2011. She is being mentored successfully in both departments and she is off to an excellent start in her quest for tenure. The BMS department mentored three female PhD candidates through their final oral exam and the achievement of their PhD degree. Two of the five postdoctoral research associates in the department are female. Three new female graduate students are being mentored by BMS faculty, with one enrolled in the Concurrent MS/DVM degree and also serves as a Teaching Assistant in BMS professional courses. This significantly impacts the ratio of female trainees in the department. Biomedical Sciences is very diverse and a significant number of graduate students are from other countries, including China, India, Korea, Turkey, South Africa, Cameroon, and England.

### ***Veterinary Clinical Sciences (VCS)***

The Veterinary Clinical Sciences department (VCS) is maintaining its goal of balanced faculty hiring based on unit need and individual qualifications. The department is committed to and follows university policies with regard to equal opportunity and diversity recruitment. The department made four very diverse hires, a female soft tissue surgeon as a tenured professor, a female orthopedic surgeon as an assistant professor, a male neurologist from the UK, and a male ophthalmologist from Israel as an assistant professor. The latter two faculty have colleagues from other countries that will represent ISU internationally. The department has committed to

recruiting all of interns and residents through the *AAVC's Veterinary Internship and Residency Matching Program*. This provides access to a wide and diverse pool of applicants for the internship and residency programs. As the demographics of veterinary students continue to remain significantly shifted toward women entering the profession at a higher rate compared to men, it will be important to embrace the opportunity for an increasing number of women faculty and administrators to serve as role models and mentors. One female faculty member is now directing the resident and intern programs and has improved the residents' recruitment and orientation processes. Another female faculty member was appointed as a service leader in Small Animal Medicine and also invited to serve on the Chair's Advisory Committee.

### ***Veterinary Pathology (VPATH)***

The department supports work-life success for all its members. We accomplish this by acting as a community to help each other; trying to understand needs; informing departmental members of policies for flexibility; and maintaining the culture of dedication, responsibility and support. Women in the department: 1) are important role models for our 75-80% professional students who are women; 2) participate in the summer scholars program; 3) mentor residents and graduate students in our department and other departments such as VCS; 4) actively attend ADVANCE seminars; and 5) assisted in finding fellowships for a Latina graduate student. We have filled two new adjunct instructor positions in our department with women. We currently have highly sought after women in our STEM-related field for faculty positions upon the completion of their graduate programs. A DVM who finished her PhD in spring of 2010 has been hired as an assistant professor by the University of Iowa Carver School of Medicine. International diversity includes post-docs and graduate students from Argentina, Brazil, and the Netherlands.

### ***Veterinary Microbiology and Preventive Medicine (VMPM)***

During the past year, VMPM interviewed and hired a faculty member in the area of infectious disease and vaccine development. This individual is a female of Hispanic descent. She has attended ADVANCE seminars. Two new NTER faculty were hired of Chinese and Turkish descent. Dr. Nancy Cornick is a member of the Advisory committee for Diversity Program Planning and Coordination. Cultural and ethnic diversity were enhanced within VMPM by the presence of international visiting scholars within the department. During the past two years, individuals from Portugal, Thailand, China, Nigeria, and Pakistan have worked in VMPM labs. One female was hired as a new P&S staff, Research Associate II. The bulk of the department's cultural diversity is generated by the array of international graduate students, post docs, and research associates working in VMPM laboratories. These individuals have come from India, Mexico, Puerto Rico, China, Thailand, Zimbabwe, Vietnam, Japan, Korea, and Australia. Faculty in VMPM coordinated international experiences for veterinary students to South Africa and Jordan. The Institute for International Collaboration in Animal Biologics (IICAB) provides summer training sessions that attract participants from throughout the world, bringing exposure to diverse ethnic and geographic backgrounds to the college.

### ***Veterinary Diagnostics and Production Animal Medicine (VDPAM)***

VDPAM added seven faculty positions and one staff position since May 2010. Two of these new positions have been filled by females with tremendous potential. One was hired as a Large Animal Surgeon and the other started as an Adjunct Instructor/Resident. Both provide services in the Food Animal and Camelid Hospital and in the ISU Veterinary Field Services Unit. A faculty

position in was filled with a tenured Associate Professor who is board certified in clinical pharmacology; his country of origin is South Africa. A faculty position in toxicology was filled with a tenured Professor who is a board certified toxicologist originally from Uganda. An Adjunct Instructor of Brazilian decent began in the Pathology section of the VDL. The department recruited a high level staff virologist (rank only clinician) into in the VDL who is of Chinese decent.

***Disability Accommodations:***

OASA personnel continue to assist students in need of accommodations by providing coordination among the Disabilities Resources Office, the academic department, and the CVM students making the requests. Between 2010-11, the college had nine students enrolled in the professional program who had documented disabilities. All received or continue to receive accommodations while enrolled in the curriculum. There is continuous interaction between the Office of the Dean of Students and our College to coordinate efforts, and their support as a resource for us is outstanding.

***International Activities:***

College faculty are engaged in activities that recognize and celebrate cultural differences. At least 25 international trips occurred by faculty.

The College of Veterinary Medicine received seven international students for learning experiences in its clinical rotations. These students came from Scotland (2), Norway (2), France (1), Jordan (1), and Spain (1). Their areas of study varied from small animal to swine medicine to equine medicine. During this time period, over 126 (48 in summer 2010 and 78 in summer 2011) students from the College obtained international experiences in five different countries to expand student perspectives in cultural diversity. For summer 2012, five programs are tentatively scheduled. Additionally, the college hosted five visiting scholars from Serbia (3), Montenegro (1), and Jordan (1). Also during this time period, students from the College obtained diverse national experiences at U.S. tribal locations. The College hosted the Merial World Rabies Symposium bringing together students and experts from around the world with an emphasis on countries with substandard health infrastructure. As a professional program, Veterinary Medicine provides a unique opportunity for students to experience their four year education as a cohort and relationships developed through this four-year environment are based on experiencing ethnic, gender, and geographic diversity. Students from other non-U.S. veterinary colleges also participate in training sections of our curriculum during year four.

## **PERSPECTIVE: TEN YEARS OF AFFIRMATIVE ACTION: 2001-2011**

The total workforce decreased by 6 employees, from 2001 to 2011. Even with the decrease in overall employees, Iowa State University has continued to work hard to increase the number of minority and female employees in its workforce.

The female workforce has experienced growth in four of the POA groups from 2001 to 2011. The largest increase in workforce for females from 2001 to 2011 was in the POA groups Faculty: Non-Tenure Track and Technical/Paraprofessional. The number of females in the workforce had an overall increase of 61 employees, an increase of 1% in this ten-year period. Females in 2011 are 50.2% of the total workforce compared to 49.2% in 2001.

The minority workforce has experienced growth in six of the POA groups during this time period. The largest increase in workforce for minorities was in the POA groups Faculty: Tenure Track and Faculty: Non-Tenure Track. The minority workforce had an overall increase of 172 employees, an increase of 2.8% in this ten-year period. In 2001, minority employees were 9.2% of the total workforce. In 2011, minority employees are 12.1% of the total workforce.



**University of Northern Iowa**  
Office of Compliance and Equity Management

Annual Report on Affirmative Action  
To the Board of Regents, State of Iowa

October 2011

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**Annual Report on Affirmative Action  
To the Board of Regents, State of Iowa  
University of Northern Iowa (UNI)  
October 2011**

**I. INTRODUCTION.**

It is the policy of the University of Northern Iowa that there will be equal employment and educational opportunity without regard to age, color, creed, disability, gender identity, national origin, race, religion, sex, sexual orientation, veteran status, or any other basis protected by federal and/or state law. This includes the provision of a campus environment that is free from illegal discrimination and harassment, and applies to the recruitment, appointment, and promotion of persons in all employment groups.

This report presents recent employment activities at UNI. The data in this report are compiled according to Board of Regents, State of Iowa guidelines, and include all non-temporary, full-time, and part-time employees working 50 percent time or more as of October 1, 2011. The categories used for the job groupings are determined by federal guidelines. It is important to note that other reports generated for other University purposes will use different data sources, definitions, and groupings of employees. Care should be taken in attempts to compare data from this report with other UNI workforce reports.

**II. 2010-11 OVERVIEW.**

As of October 1, 2011, the UNI workforce totals 1866 non-temporary employees. This includes 1029 (55.1%) female employees and 193 (10.3%) minority employees. The percentages represent steady employment of female and minority persons from 2010. One year ago, UNI employed 1827, including 1005 (55%) female employees and 184 (10.1%) minority employees.

Five- and ten-year comparisons for the overall workforce show progress in female and minority representation. Over the ten-year history, total employment numbers varied dramatically in response to budget fluctuations. The total number of non-temporary employees working at UNI is down 165 from 10 years ago, yet the percentage of female and minority employees has made slow but steady gains over the same period.

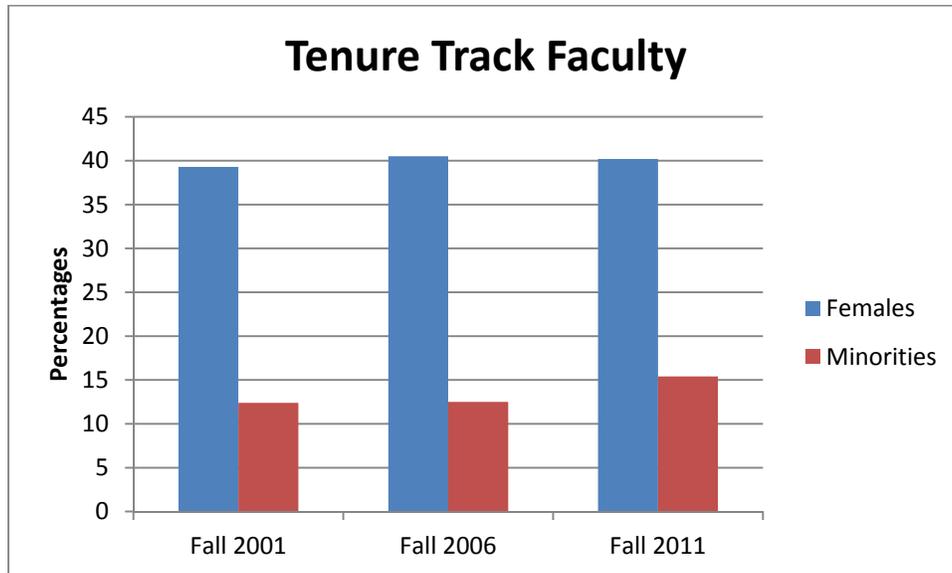
Females were employed at a rate of 53.9% ten years ago. Although there are 165 less employees overall, the number of females employed over the last ten years has seen a decrease of only 66 employees. Females are currently employed at a rate of 55.1% of total employment.

A similar trend is seen with regard to minority employment. The number of non-temporary minority employees has decreased by only two employees over the ten year period, with the percentage increasing from just under 10% to just over 10% this year.

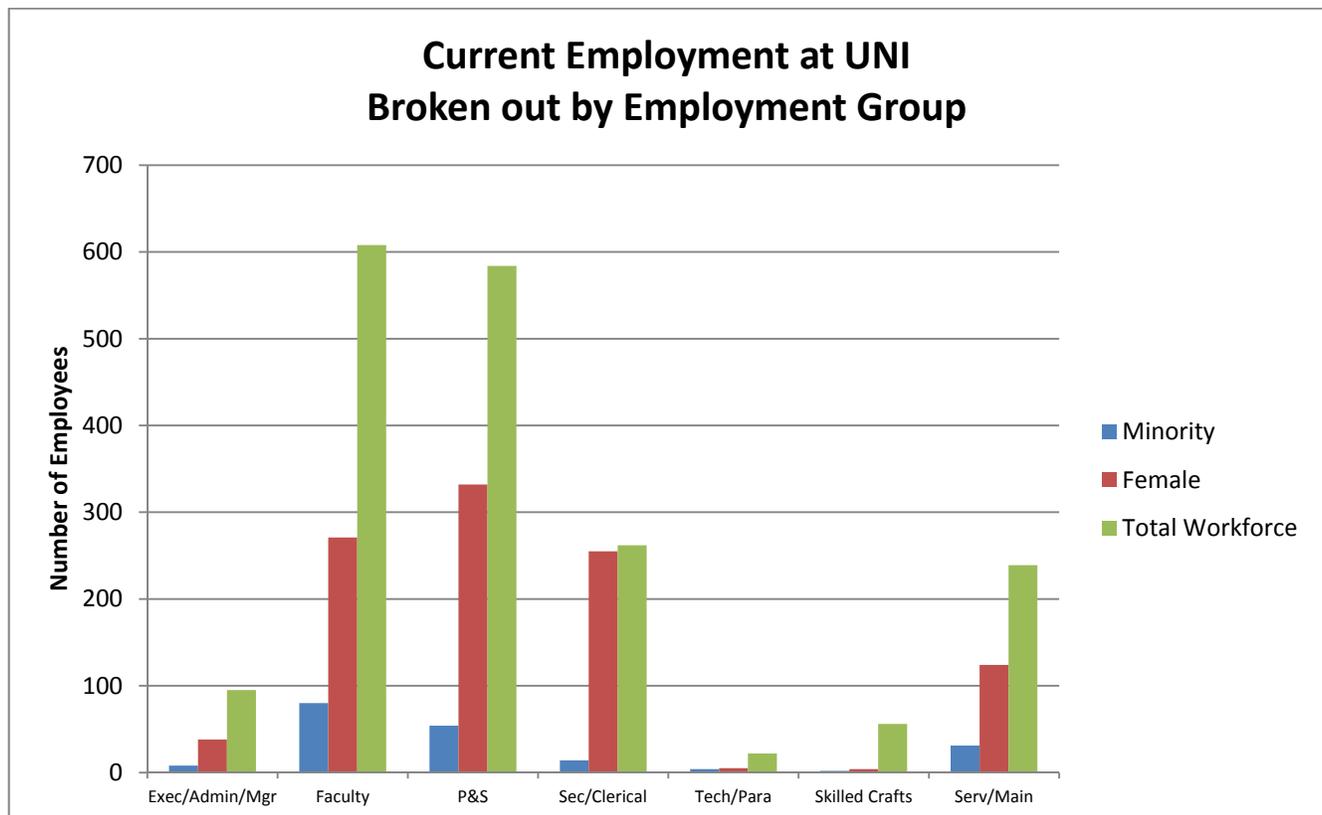
The tenured and tenure track employee group employs a total of 505 employees. This represents an decrease of 42 employees from last year. The five- and ten-year comparisons reflect overall gains in the proportion of both females and minorities in the tenured and tenure track faculty group. While the

overall number of employees in that job group has actually decreased by 50 employees over the past ten years, female and minority representation has increased.

The following chart compares ten-, five-, and current-year percentages of female and minority tenure track faculty at UNI.



The following chart shows current employment levels in each of the employment groups at UNI.



### III. EQUAL EMPLOYMENT OPPORTUNITY ACTIONS.

In FY11, a total of 272 employment searches were initiated. This number was 23 fewer than the FY10 count and marks an 8% decrease in search activity from the previous fiscal year.

#### Total Searches by Employment Group.

**Faculty Searches.** One-hundred-twenty-one (121) faculty searches were initiated in FY11:

- 6 academic administrators;
- 45 tenure-track appointments;
- 35 term appointments;
- 13 renewable term appointments;
- 21 temporary appointments; and
- 1 labor market study.

The number of faculty searches initiated in FY11 increased by a total of fifty (50) searches over the previous year, which is a 70% increase from FY10.

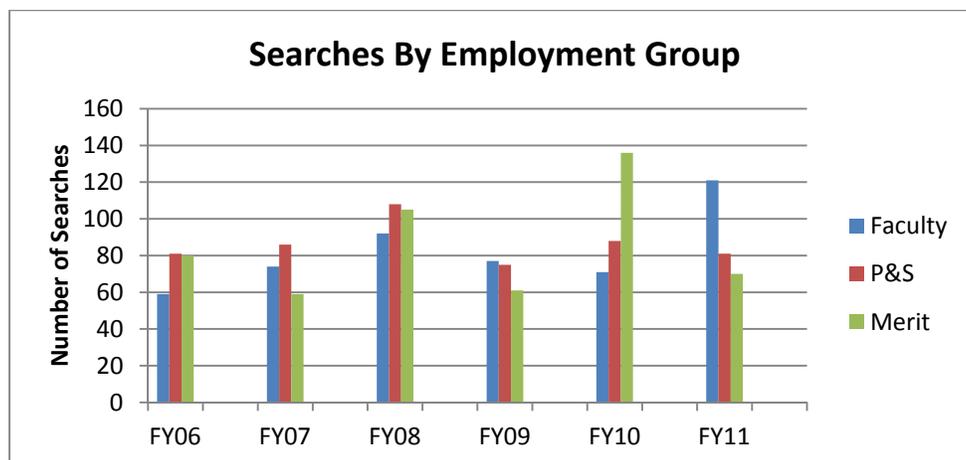
**P&S Searches.** Eighty-one (81) P&S searches were initiated in FY11:

- 48 probationary appointments;
- 24 term appointments;
- 7 contract (coach) appointments;
- 1 annual appointment; and
- 1 temporary appointment.

The number of P&S searches initiated in FY11 decreased by 8% as compared to the number of P&S searches in FY10.

**Merit Searches.** Seventy (70) Merit searches were initiated in FY11. Merit search activity in FY11 decreased by 48% from the previous fiscal year.

Searches Initiated	FY 06	% of Total	FY 07	% of Total	FY 08	% of Total	FY 09	% of Total	FY 10	% of Total	FY 11	% of Total
Faculty	59	27%	74	34%	92	30%	77	36%	71	24%	121	45%
P&S	81	37%	86	39%	108	35%	75	35%	88	30%	81	30%
Merit	80	36%	59	27%	105	35%	61	29%	136	46%	70	25%
	220		219		305		213		295		272	



**Internal Searches.** Sixty-two (62) or 23% of the 272 searches initiated in FY11 were internal searches with the bulk (58) of those from the Merit system. Four of the internal searches conducted were faculty searches; P&S had no internal searches in FY11.

**Search Waivers.** The Office of Compliance and Equity Management received 16 requests for search waivers during FY11. Of those requests, 13 internal promotions were approved, one transfer was approved, and two search waiver requests were denied.

### **Geographic Origin of New Hires.**

**Faculty.** One hundred ten (110) faculty searches were completed and filled within the fiscal year. Twenty-two (22) of those were carried into FY11 from the previous fiscal year. An additional 24 searches were closed without making a hire and nine were not yet completed at the end of the fiscal year. Eighty-eight (88) successful applicants from the following geographic areas were hired as a result of searches that were initiated and completed within FY11:

- 31% originated from within UNI
  - 3% temporary employees
  - 17% term employees
  - 1% internal promotions/transfers
  - 7% renewable term employees
  - 3% tenure track employees;
- 16% from Black Hawk County;
- 20% originated from other parts of Iowa;
- 8% from the Midwest region;
- 23% from other parts of the United States; and
- 2% from outside of the United States.

**P&S.** One hundred seven (107) P&S searches were completed and filled within the fiscal year. Thirty-seven (37) of those were carried into FY11 from the previous fiscal year. An additional seven searches were closed and four were not yet completed at the end of the fiscal year. Seventy (70) successful P&S applicants from the following geographic areas were hired as a result of searches that were initiated and completed within FY11:

- 27% originated from within UNI
  - 20% temporary employees
  - 7% internal promotions/transfers;
- 25% originated from Black Hawk County;
- 30% originated from other parts of Iowa;
- 9% from the Midwest region;
- 9% from other parts of the United States; and
- 0% from outside of the United States.

**Merit.** Eighty (80) Merit searches were completed and filled within the fiscal year. Fourteen (14) of those were carried into FY11 from the previous fiscal year. An additional three searches were closed and one was not yet completed at the end of the fiscal year. Sixty-six (66) successful Merit applicants came from the following sources:

- 44% filled through internal searches;
- 42% filled by contract transfers;
- 2% filled by reassignments;
- 3% filled with internal candidates through external searches; and
- 9% filled by outside applicants through external searches.

During FY11, 67% of the faculty hires came from within UNI, Black Hawk County, or other parts of Iowa; 82% of P&S hires came from within UNI, Black Hawk County, or other parts of Iowa; and 91% of Merit hires came from within UNI.

#### IV. 2010-11 HIRING GOAL ATTAINMENT BY EMPLOYMENT GROUP.

The following table shows 2010-11 hiring goals for women and minorities by job groups. Actual numbers hired are shown in parentheses. *Numbers do not reflect any losses experienced during the same time period.*

Employment Group (with total number hired)	2010-11 Goal		Achieved?	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial (2)	1	2	No (0)	No (0)
Faculty (Tenured and Tenure Track) (29)	-	9		Yes (16)
Professional/Scientific (45)	3	-	Yes (28)	
Secretarial/Clerical (10)	1	-	No (0)	
Technical/Paraprofessional (0)	-	1		No (0)
Skilled Craft (3)	-	-		
Service/Maintenance (15)	-	-		
Total (122)	5	12		

#### V. CURRENT PROGRAMS AND ACTIVITIES.

Affirmative Action at UNI is a shared responsibility. With the support of the President, the Vice Presidents, and the Office of Compliance and Equity Management, UNI will continue to hire faculty and staff in accordance with affirmative action principles and will consistently enforce federal guidelines established for educational institutions. The University relies heavily on its administrators and search committees to make affirmative action a priority in their hiring activity.

The Office of Compliance and Equity Management provides information, strategy, and support to departments in their recruitment and hiring activities. Each search is reviewed on an individual basis to determine the most appropriate method of recruitment for that particular vacancy. The development of these individualized recruiting strategies and the personal attention allows departments the opportunity to be creative in their outreach while adhering to equal opportunity and affirmative action hiring procedures.

UNI emphasizes the benefits of having a diverse work force. We believe that opportunity is the true value of affirmative action and that diversity remains a key component in strengthening excellence throughout the University. To that end, the Office of Compliance and Equity Management has been leading efforts designed to embed an appreciation for diversity into the core culture of the University. Working with a multitude of departments and committees on campus, major strides have been made in terms of increasing the awareness of the importance and significance of diversity. Examples of such actions include regular climate surveys, increased coordination of existing campus resources, promoting diversity-related research and activity of individual faculty and staff, and expanded web access to diversity resources.

In fall 2006, the Diversity Matters web site ([www.uni.edu/diversity](http://www.uni.edu/diversity)) was launched as a clearinghouse to promote the many diversity-minded activities, research, and resources available at UNI. In fall 2007, the Diversity Matters link was placed on the main UNI web page to offer an immediate connection to diversity resources. The icon and link were also added to divisional, college, and primary web sites. An employment link was also added to the front page of the UNI site to offer a more welcoming presence to those considering employment at UNI. For administrators and search committees, additional tools and resources are continually added and updated in the Hiring Toolkit found on the web site for the Office of Compliance and Equity Management ([www.uni.edu/equity](http://www.uni.edu/equity)).

President Allen appointed the first Diversity Council in fall 2008. The Diversity Council provides university-wide leadership and coordination. In addition, a Diversity Advisory Committee was formed to provide input and ideas to the Diversity Council. Diversity town hall meetings are now held each January to report activities to and receive feedback from the campus. 2010 marked the first year of the Diversity Matters award program. In this program, individuals from across campus are recognized for their outstanding contributions to enhancing diversity at UNI. Information from the climate surveys guides the work of the Diversity Council and was used to further define the diversity mission and vision for the UNI campus.

The Office of Compliance and Equity Management partners with diversity offices at Iowa State University, University of Iowa, and other Iowa universities, colleges, and community colleges to collaborate on statewide diversity efforts. Iowa's Impacting Diversity through Educational Alliances (IDEA) is a statewide consortium dedicated to diversity in higher education. An outgrowth of the consortium is an annual summit focused on the recruitment and retention of diverse faculty and staff. The 2011 event was held at Central College in Pella. The consortium is currently planning the 2012 event to be held at the University of Iowa.

Additional recruitment tools and advertising locations continue to be sought and researched. As new ad locations are identified the information is added to the Office of Compliance and Equity Management web site. Members of departments and search committees also participate in year-round recruitment at conferences, meetings, and other professional activities. Staff members from the Office of Compliance and Equity Management meet with search committees and departments to strategize on recruitment efforts in order to maximize the potential applicant pool. UNI has also been actively enhancing their efforts of addressing the needs for persons with disabilities. The Office of Disability Services is now broken out into two separate offices, Student Disability Services and Faculty and Staff Disability Services. This separation provides for more specific services to each of the groups and has allowed services in both areas to be expanded. In addition, the Coordinating Committee for Disability Accommodations provides for campus-wide attention to providing accessibility and resources to persons with disabilities, and is currently being re-tooled in an effort to increase the group's effectiveness.

## **VI. LOOKING AHEAD: 2011-12 HIRING GOALS BY EMPLOYMENT GROUP.**

UNI conducts an annual availability analysis to establish a benchmark against which the demographic composition of UNI's workforce may be compared to determine whether barriers to equal employment opportunity exist within particular job groups.

The availability analysis for each job group examines two potential areas of availability: individuals with the requisite skills outside the institution (external availability) and those within the institution

who are promotable, transferable and/or trainable (internal availability). Recruitment areas vary by job group, but include a combination of national, state, and local census data, as well as internal feeder positions and reasonable paths of progression. Finally, where a job group is composed of different job titles that carry different availability rates, a composite availability figure is calculated and then weighted accordingly.

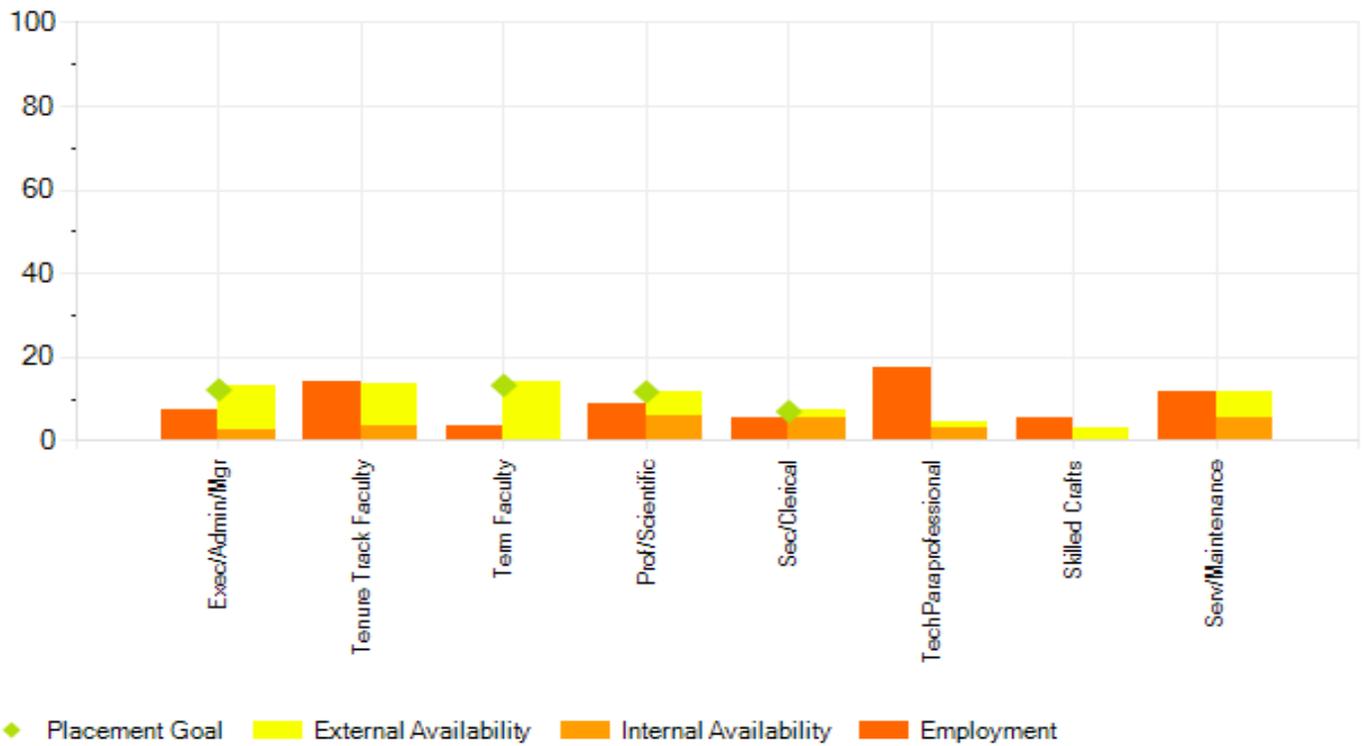
The representation of minorities and women in each job group is compared with the availability analysis of the respective job group. Where actual representation is less than the calculated availability, a statistical test identifies whether the difference is greater than could reasonably be expected. The comparison of availability with actual representation (incumbency) is then reviewed for statistical significance. UNI establishes placement goals where the actual representation of women or minorities in a job group is less than would be reasonably expected based on calculated availability.

In establishing placement goals, the following principles are applied:

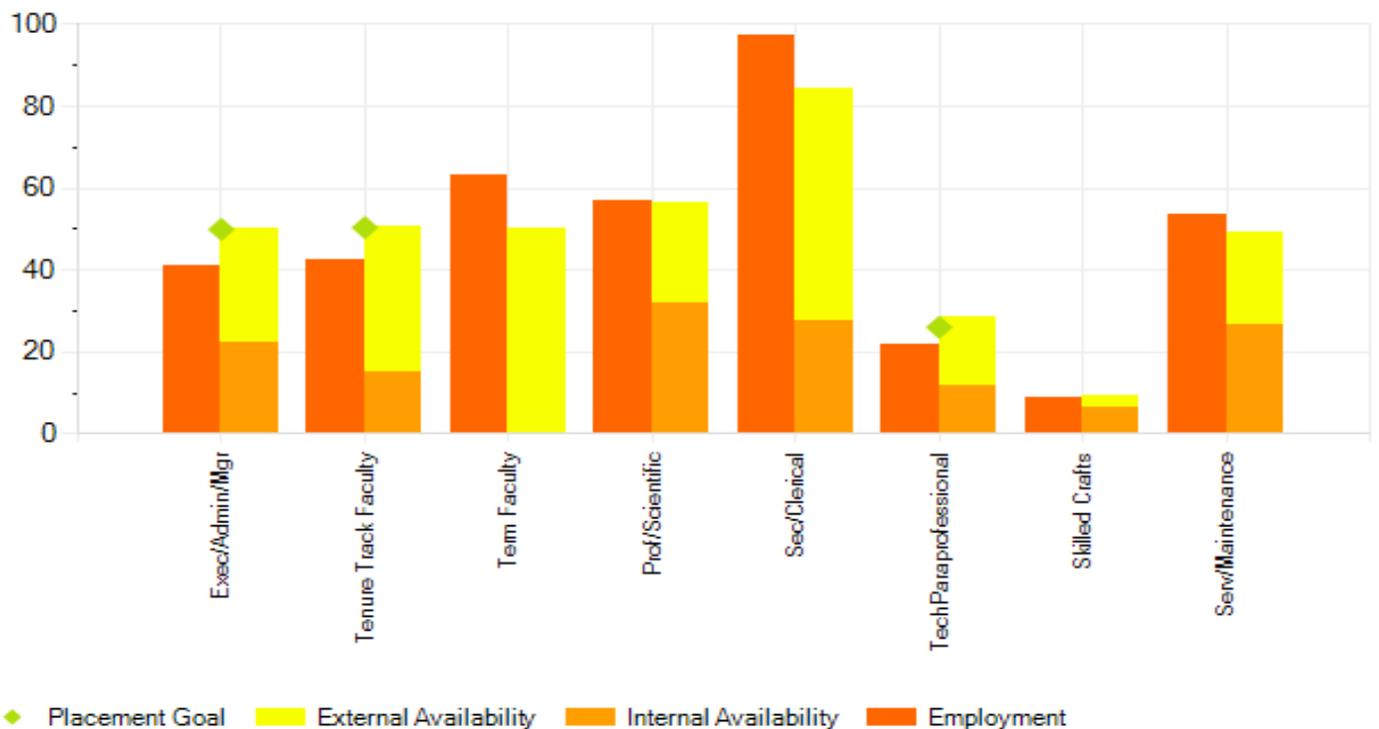
- When the percentage of minorities or women employed in a particular job group is less than would reasonably be expected given their availability percentage in that job group, UNI establishes a placement goal at least equal to the availability figure derived for women or minorities, as appropriate, for that job group.
- Placement goals are not quotas that must be met, nor are they to be considered as either a ceiling or a floor for the employment of particular groups.
- In all employment decisions, UNI makes selections in a nondiscriminatory manner. Placement goals do not provide a justification to extend a preference to any individual, select an individual, or adversely affect an individual's employment status, on the basis of that individual's age, color, creed, disability, gender identity, national origin, race, religion, sex, sexual orientation, or veteran status.
- Placement goals do not create set-asides for specific groups, nor are they intended to achieve proportional representation or equal results.
- Placement goals are not used to supersede merit selection principles, nor do these placement goals require UNI to hire a person who lacks qualifications to perform the job successfully or hire a less-qualified person in preference to a more-qualified one.

The availability analyses by job group, taking into account both external and internal availability, and incumbency compared to estimated availability is reflected in the charts below. The first chart shows minority employment, followed by female employment in the second chart.

### Incumbency vs. Estimated Availability for Minorities



### Incumbency vs. Estimated Availability for Females



The factors described previously are reflected in the goals established for the 2011-12 hiring year, as well as five-year goals, as shown in the following table.

<b>Employment Group</b>	<b>2011-12 Goals</b>		<b>Five Year Goals/2015-16</b>	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial	1	1	5	3
Faculty (Tenured and Tenure Track)	-	12	-	59
Professional/Scientific	3	-	14	-
Secretarial/Clerical	3	-	12	-
Technical/Paraprofessional	-	1	-	3
Skilled Craft	-	1	-	2
Service/Maintenance	1	1	1	4
<b>Total</b>	<b>8</b>	<b>16</b>	<b>32</b>	<b>71</b>

\*The fact that a numerical goal is not indicated is not to be interpreted as UNI being relieved of any commitment toward furthering our goal of a diverse workforce.

**Iowa School for the Deaf  
Annual Diversity Report  
October 1, 2010 – September 30, 2011**

The Iowa School for the Deaf employed 125 full-time and part-time employees on September 30, 2011. This is a reduction of 2 since September 30, 2010 when there were 127 total employees.

The September 30, 2011 breakdown of ISD employees compared to September 30, 2010, is as follows:

CATEGORY	#EMPLOYEES		%OF POPULATION		2011 % CHANGE
	2011	2010	2011	2010	
Male-Majority	29	27	23.2%	21.3%	1.9%
Female-Majority	90	94	72.0%	74.0%	-2.0%
Male-Minority	4	4	3.2%	3.1%	0.1%
Female-Minority	2	2	1.6%	1.6%	0.0%

The following are the goals ISD established for the October 1, 2010, to September 30, 2011 period:

**Iowa School for the Deaf  
Affirmative Action Hiring Goals  
October 1, 2010 – September 30, 2011**

Category	Projected Vacancies	Female Majority	Female Minority	Male Minority
Exec/Adm/Mgmt				
Faculty-Tenured				
Faculty-Non-Tenured				
Professional/Scientific	1			
Secretarial/Clerical				
Tech/Paraprofessional	2			1
Skilled Crafts				
Service/Maintenance				

### **Executive/Administrative/Managerial:**

This group remained unchanged from last year.

### **Faculty Tenure Track:**

There are no employees in the Faculty-Tenured Track. This is unchanged from the previous year.

### **Faculty Non-Tenure Track:**

This group lost one female majority member due to resignation. No new employees were hired to this group.

### **Professional and Scientific:**

Over the course of this year, 6 majority members left employment. Three majority members were hired into this group.

### **Secretarial/Clerical:**

This group is unchanged from last year.

### **Technical/Paraprofessional:**

We had a goal to hire a male minority member in this category. This goal was not met. This group decreased by two female majority (one resignation and one retirement). Four employees joined this group: one female majority who moved from the Professional and Scientific group; one female majority and two male majority new hires. While no minorities were hired to the group, the three new hires are all deaf or hard of hearing.

### **Skilled Crafts:**

This group had one retirement and one new hire. The composition of the group remained unchanged.

### **Service Maintenance:**

This group is unchanged from last year.

### **Summary:**

The Iowa School for the Deaf established one affirmative action goal for the October 1, 2010 – September 30, 2011 time period. One goal was to add a male minority to the Technical/Paraprofessional category. This goal was not met.

Iowa School for the Deaf believes it is important to have a diverse group of employees on our campus. As an education facility for deaf and hard of hearing children, deaf and hard of hearing staff members are also very important. Traditionally, it has been difficult to

recruit deaf professionals to this area of the country. 23.2 percent of our current employees are deaf or hard of hearing. This is the highest percentage of deaf employees we have since 1998 when this data has been regularly gathered.

The number of minority employees decreased by one this year. With budget limitations, staff has been downsized which has limited hiring opportunities. ISD will continue to work for applicant pools which represent a diverse cross-section of the population and to ensure all applicants are considered fairly.

Recruiting efforts for ISD positions center around the Omaha/Council Bluffs area for the non-exempt positions. For vacancies in our executive, teaching, and professional positions, we do nation-wide searches. Routinely, we list positions with the Iowa Workforce, Nebraska Job Service, local and regional newspapers. Additionally, we have contacted local Area Educational Associations, deaf schools, several deaf related internet sites, colleges that offer programs which match our needs, journals, sign language interpreter registries, and employee referrals. The ISD web-site has been successful in announcing vacancies to a wider population. This web-site and the deaf related internet publications greatly assist us in reaching the highly specialized professional employees we need. However, there is still an extremely limited pool for these positions.

**Iowa School for the Deaf  
Affirmative Action Hiring Goals  
October 1, 2011 – September 30, 2012**

<b>Category</b>	<b>Projected Vacancies</b>	<b>Female Majority</b>	<b>Female Minority</b>	<b>Male Minority</b>
Exec/Adm/Mgmt				
Faculty-Tenured				
Faculty-Non-Tenured				
Professional/Scientific	1			
Secretarial/Clerical				
Tech/Paraprofessional	1			
Skilled Crafts				
Service/Maintenance	1		1	

ISD will continue to utilize and enhance all the recruiting efforts currently established. We are also hopeful that the ISD website will continue to be an important recruiting tool. We continue to develop contacts and relationships with universities which train professionals to work in deaf education. Hosting deaf education student teachers and practicum students assists us in making contacts with recent graduates in the field.

**Iowa Educational Services for the Blind and Visually Impaired /  
Iowa Braille and Sight Saving School  
DIVERSITY ANNUAL REPORT  
October 1, 2010 - September 30, 2011**

Iowa Educational Services for the Blind and Visually Impaired / Iowa Braille and Sight Saving School continues to offer equal employment opportunities regardless of race, color, national origin, religion, sex, sexual orientation, gender identity, age, marital status and physical or mental disabilities, with or without reasonable accommodation, to all qualified applicants. The school practices affirmative action in its programs, procurement and employment practices. The Iowa Braille School also continues to be in compliance with Section 504. See Appendix A.

Iowa Educational Services for the Blind and Visually Impaired / Iowa Braille School provides leadership in the field of vision in the State of Iowa through an inter-governmental agreement between the Board of Regents, State Board of Education, the Iowa Department for the Blind and the Association of Area Education Agencies. Collaborative efforts with these agencies and the local education agencies results in service provision to children in Iowa who are blind, visually impaired, deaf-blind, or multi-handicapped with a visual impairment, from birth through age twenty-one. Most services are provided throughout Iowa in the local school districts using an itinerant teaching model. Extended school year services are also provided in local school districts. Supplemental special programs are regionalized based on student and parent need and interest. The school also continues to provide short-term programs on campus.

As of September 30, 2011, the Iowa Braille School employed 44 Teachers of the Visually Impaired (TVIs) and Certified Orientation and Mobility Specialists (COMS). Five additional professional employees serve as Consultants and provide expertise in the fields of math, literacy, technology, special education, and family services. The continuation of a five-year plan for the development and implementation of comprehensive professional development, prepares Iowa TVIs and COMS and related service providers with the knowledge and skills needed to contribute effectively to the continuous improvement of services to children who are blind or visually impaired and their families. The professional development program is complemented by the University of Northern Iowa teacher preparation program in the field of vision. Professional staff can receive graduate credit for attendance at professional conference and workshops through UNI. The Iowa Braille School also supports professional development through a tuition reimbursement program. Major trainings during this reporting period included a spring conference focusing on educating parents and families and a three day summer institute provided for professionals. Annually employees are also required to complete training in Exposure to Bloodborne Pathogens and other Infectious Diseases; review child abuse reporting policy and procedure; and review sexual misconduct and anti-bullying policies and procedures.

As of September 30, 2011, there were 71 permanent employees. Of the 71 permanent employees 70 are non-minority, 53 are female and 1 female is Hispanic. We have not asked our staff to disclose any physical disabilities, however, we are aware that five faculty are blind or visually impaired. Three are female and two are male. Recruitment and retention of female employees are strengths of the Iowa Braille School. Recruitment of vision professionals, in general, is a challenge as there is a national shortage of teachers in the field.

The goal of hiring of minority was not met in 2010/11. Minimal hiring activity was conducted due to the closing of the Iowa Braille School's long-term residential program and budget limitations. In association with the closing of this program, an early retirement incentive program was offered, in which 13 employees elected to participate. An additional 10 employees received layoff. Since October 1, 2010, a total of six employees were hired through competitive searches. These hires included two faculty

positions, one institutional official, one professional and scientific position, and two merit positions. None of the new hires were of minority status and two were female. When we have an open position, we use the resources available to us to recruit minorities. The school's application continues to include an optional information sheet where candidates may choose to self-identify race, sex and/or disability. Many applicants choose not to complete this information.

The school is a strong proponent of diversity and we desire to have a diverse staff. As we have employment opportunities, we will continue to try to create a more diverse workforce. We are particularly hopeful about a competitive teacher preparation scholarship program we implemented to encourage education professionals to enter the field of vision. We currently have four individuals participating in the program, including one minority and three females. This competitive scholarship program, in collaboration with the teacher preparation program at the University of Northern Iowa, has created the opportunity for us to better recruit minorities from Iowa. This may have a long-range impact on the ability to recruit and retain faculty of a diverse background.

As Iowa Educational Services for the Blind and Visually Impaired / Iowa Braille and Sight Saving School strives to improve efficiency and effectiveness, staff have been redirected in their work assignments and we anticipate continued need for the creation of new roles for faculty and / or professionals. The following chart, notes the Diversity Goals of the Iowa Educational Services for the Blind and Visually Impaired / Iowa Braille and Sight Saving School projected for the period of October 1, 2011 through September 30, 2012.

**DIVERSITY ACTION GOALS**  
**October 1, 2011 - September 30, 2012**

Iowa Braille School	Number of Projected <u>Vacancies</u>	Numerical Goals:	
		<u>Women</u>	<u>Minorities</u>
01 Exec/Admin/Mgr	0	0	0
02 Faculty	2	0	1
04 Professional	0	0	0
05 Secretarial/Clerical	0	0	0
06 Technical/Paraprofessionals	0	0	0
07 Skilled Crafts	not applicable (not using )		
<u>08 Service/Maintenance</u>	<u>1</u>	<u>0</u>	<u>0</u>
<b>TOTAL</b>	<b>3</b>	<b>0</b>	<b>1</b>

APPENDIX A: Section 504 Compliance

EQUAL EDUCATIONAL OPPORTUNITY FOR STUDENTS  
AT THE IOWA BRAILLE SCHOOL

The Iowa Braille School will not discriminate in its educational activities on the basis of: race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status.

The Iowa Braille School requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

The Iowa Braille School is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status. Further, Iowa Braille School affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities includes comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status of the individual or individuals or creates an intimidating, hostile or demeaning environment for education.

Legal Reference: 20 U.S.C. §§ 1221 et seq. (1988).  
20 U.S.C. §§ 1681 et seq. (1988).  
20 U.S.C. §§ 1701 et seq. (1988).  
42 U.S.C. §§ 12101 et seq. (Supp. 1990).  
34 C.F.R. Pt. 100 (1993).  
Iowa Code §§ 216.9; 256.11, .11A; 280.3 (1995).  
281 I.A.C. 12.

## SECTION 504 NOTICE OF NONDISCRIMINATION

Students, parents, employees and others doing business with or performing services for the Iowa Braille School are hereby notified that this school does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status in admission or access to, or treatment in, its programs and activities. Any person having inquiries concerning the school's compliance with the regulations implementing Title VI, Title VII, Title IX, the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), § 504 or Iowa Code § 280.3 is directed to contact:

Superintendent  
Iowa Braille School  
Old Main, Room 132  
1002 G Avenue  
Vinton, IA 52349  
319/472-5221, ext. 1132

OR

Director of Human Resources  
Iowa Braille School  
Old Main, Room 107  
1002 G Avenue  
Vinton, IA 52349  
319/472-5221, ext. 1226

who have been designated by the school to coordinate the school's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the IDEA, the ADA, § 504 and Iowa Code 280.3.

## GRIEVANCE PROCEDURE

Grievances based upon claims of discrimination based upon disability pursuant to §504 shall follow the procedures set forth in §3.30 of the Iowa Braille School Employee Handbook, with the §504 Coordinator taking the place of the Affirmative Action Officer.

(See Attachment A; §3.30 Grievance Procedure Under Affirmative Action: Race, Color, National Origin, Religion, Sex, Sexual Orientation, Gender Identity, Age, Marital Status or Disability, Title IX, Sexual Harassment)

In addition to or instead of the grievance procedures, students and their parents may also have a right to pursue an impartial hearing.

GRIEVANCE FORM FOR COMPLAINTS OF DISCRIMINATION  
OR NON-COMPLIANCE WITH FEDERAL OR STATE REGULATIONS  
REQUIRING NON-DISCRIMINATION

Date(s) of incident: \_\_\_\_\_

Person(s) involved:

Describe the incident or occurrence as accurately as possible:  
(Attach additional sheets if necessary)

State the law, policy, or regulation violated, if known:

Specify the relief being sought:

Signature \_\_\_\_\_ Today's date \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_

If Student, Name \_\_\_\_\_ Grade Level \_\_\_\_\_

GRIEVANCE DOCUMENTATION: FINDINGS AND RECOMMENDATIONS

Name of Individual Alleging Discrimination or Non-Compliance

Name \_\_\_\_\_

Date formal grievance was filed \_\_\_\_\_

Attach a copy of the grievance.

Hearing Committee Findings and Recommendations:

- 1) State the validity of the grievance or complaint;
- 2) whether the grievant was indeed wronged and if so, to what degree;
- 3) statement as to the appropriateness of the relief sought by the grievant

Signature of Affirmative Action Officer  
or of §504 Coordinator

\_\_\_\_\_ / \_\_\_\_\_

(date)

Disposition of the Grievance: The Affirmative Action Officer or §504 Coordinator shall submit committee findings and recommendations to the Superintendent for final action within five days of the close of the hearing. In the event the Superintendent is indicated in the Committee's proceedings, the Committee's findings, without recommendations, shall be forwarded to the President of the Board of Regents.

The Superintendent shall render a written decision within twenty-five (25) days of receipt of the Hearing Committee recommendations. The decision shall be mailed by ordinary mail or delivered to the Hearing Committee members, and to both parties to the grievance and their advisors.

## SECTION 504 STUDENT AND PARENTAL RIGHTS

The Iowa Braille School does not discriminate in its educational programs and activities on the basis of a student's disability. It has been determined that your child has a qualifying disability for which accommodations may need to be made to meet his or her individual needs as adequately as the needs of other students. As a parent, you have the right to the following:

- participation of your child in school programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of discrimination based upon the student's disability and at the same level as students without disabilities;
- receipt of free educational services to the extent they are provided students without disabilities;
- receipt of information about your child and your child's educational programs and activities in your native language;
- notice of identification of your child as having a qualifying disability for which accommodations may need to be made and notice prior to evaluation and placement of your child and right to periodically request a re-evaluation of your child;
- inspect and review your child's educational records including a right to copy those records for a reasonable fee; you also have a right to ask the school to amend your child's educational records if you feel the information in the records is misleading or inaccurate; should the school refuse to amend the records, you have a right to a hearing and to place an explanatory letter in your child's file explaining why you feel the records are misleading or inaccurate;
- hearing before an impartial hearing officer if you disagree with your child's evaluation or placement; you have a right to counsel at the hearing and have the decision of the impartial hearing officer reviewed.

Inquiries concerning the school's compliance with the regulations implementing Title VI, Title IX, the IDEA, the American's with Disabilities Act (ADA), § 504 or Iowa Code §280.3 should be directed to:

Superintendent  
Iowa Braille School  
1002 G Avenue  
Vinton, IA 52349  
319/472-5221,ext. 1132

OR

Director of Human Resources  
Iowa Braille School  
1002 G Avenue  
Vinton, IA 52349  
319/472-5221,ext. 1226

who have been designated by the school to coordinate the school's efforts to comply with the regulations implementing Title VI, Title IX, the ADA, § 504 and Iowa Code 280.3.

## IMPARTIAL HEARING PROCEDURE

Hearings under this procedure are available with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of handicap need, or are believed to need, special instruction or related services.

1. A hearing is requested by filing a written request with either of the §504 Coordinators.
2. The §504 Coordinator will arrange for a hearing officer.
3. Either the §504 Coordinator or the hearing officer shall give notice of the time and place of the hearing at least 10 calendar days in advance of the hearing.
4. The student's parent or guardian shall have the right to participate in the hearing and all parties shall have the right to be represented by counsel, at their own expense.
5. A request for continuance may be made by either party to the hearing officer.
6. At least seven calendar days before the hearing, the hearing officer shall hold a telephone conference with the parties, and their counsel or representatives, to clarify issues, discuss procedure and address any other matters relevant to the hearing.
7. At least five calendar days before the hearing, each party shall provide to the other party a copy of the exhibits they intend to use at the hearing and a list of witnesses they intend to call.
8. The hearing shall be closed to the public unless a written waiver is signed by the parent or guardian of the student involved.
9. The hearing shall be an informal rather than formal judicial procedure. The party requesting the hearing shall proceed first. Both parties shall have the right to present evidence and argument on all issues involved and to challenge and cross-examine any statement made by others and to present evidence in rebuttal.
10. The hearing shall be recorded by either mechanized means or by certified court reporter.
11. The hearing officer's decision shall be based upon substantial evidence which is such evidence a reasonable mind would find adequate to reach the decision made.
12. The parties or their representatives shall not communicate directly or indirectly in connection with any issue of fact or law with the hearing officer except upon notice and opportunity for all parties to participate.
13. The decision of the hearing officer shall be in writing and shall be mailed to all parties, or their counsel or representative within 15 calendar days following the close of the record.
14. Either party who is aggrieved by the decision of the hearing officer shall have a right to seek review of that decision to the Board of Regents by giving written notice to the Executive Director of the Board within seven calendar days of the date of the hearing officer decision is issued.
15. The Executive Director shall docket the request for review for consideration by the Board as soon as practicable. The Board may, in its discretion, grant or deny the request for review. If the Board grants the request for review on the merits, it shall then determine in its sole discretion whether or not to hold a further hearing and otherwise specify the procedure to be followed. The Executive Director shall promptly notify the person requesting review and the school in writing of the Board's decision.
16. The decision of the Board is final and judicial review as permitted by law may then follow.

**MINORITY AND WOMEN EDUCATORS  
ENHANCEMENT PROGRAM**

**The University of Iowa**

**Annual Report  
2010-2011**

**BOARD OF REGENTS,  
STATE OF IOWA**

Prepared by  
Georgina Dodge  
Chief Diversity Officer  
and Associate Vice President

Office of the Executive Vice President and Provost  
The University of Iowa

# MINORITY AND WOMEN EDUCATORS ENHANCEMENT PROGRAM

University of Iowa  
2010-2011

## **Introduction**

*Renewing The Iowa Promise*, the University of Iowa's strategic plan for 2010-2016, recognizes the link between educational excellence and diversity, integrating a commitment to diversity as one of its seven interdependent core values of excellence, learning, community, diversity, integrity, respect, and responsibility. To achieve educational excellence, it is important to recruit to the University faculty, staff, and students from underrepresented communities and to foster a climate that enables all to succeed.

To develop the strategic plan, the Office of the Provost formed six strategic initiative task forces composed of faculty and staff who were recommended by shared governance leaders and collegiate deans. Their overarching charge was to offer ideas and recommendations to shape the academic direction of the University, bearing in mind the changing economic, demographic, and technological realities of our globalized world. One task force, the Task Force on Internationalization and Diversity, issued its final report in December 2009 with an emphasis on organizational effectiveness, recruitment and outreach, retention and cultural climate, and teaching and research.

All of these factors play a significant role in the recruitment and retention of diverse faculty. The strategies set forth by the task force will be implemented both by infusion into existing initiatives and the development of additional efforts to recruit and retain a more diverse faculty. The following initiatives reflect the progress of that work to date.

## **National Coalition Building Institute (NCBI)**

The University of Iowa initiated the process to become an affiliate of the National Coalition Building Institute, an international non-profit leadership development network dedicated to the elimination of racism and other forms of oppression. Rooted in an understanding of individual, community, and systemic change, NCBI works to further cultural competence, collaboration, partnerships, and effective relationships within and across group identities. Through the Chief Diversity Officer, the University provided one-day workshops and train-the-trainer sessions to develop a resource leadership team and an NCBI affiliate on campus. This team will conduct future workshops teaching leadership skills in the areas of prejudice reduction, violence prevention, conflict resolution, and coalition building.

### **Faculty Diversity Opportunity Program (FDOP)**

In 1999, the Office of the Provost established a program to aid collegiate efforts to recruit and retain faculty from underrepresented communities, with an emphasis on recruiting faculty of color. This program, now called the Faculty Diversity Opportunity Program (FDOP), has been an important tool for reaching the University's diversity goals and thereby enhancing the excellence of The University of Iowa. The program is administered by the Chief Diversity Officer and Associate Vice President (CDO), who works with collegiate deans to identify potential faculty hires who would add to the diversity of the UI faculty. Mentoring and retention follow-up plans remain critical components of FDOP funding requests. The CDO, working in close collaboration with the Associate Provost for Faculty, collegiate deans and others, coordinates a central effort to recruit and retain minority faculty.

For FY 2011, the Office of the Provost budgeted FDOP funds totaling \$1,734,177 for partial salaries and other resources supporting 53 faculty members. These positions are in the University Library, the Graduate College, and the Colleges of Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, and Public Health.

Since 1999, FDOP has been used to support 142 diversity hires to the UI campus. When appropriate, FDOP funding has been successfully used to support the research of post-doctoral fellows as a means of increasing the pipeline to the professorate. The Faculty Diversity Opportunities Program has proven to be an important incentive to colleges and departments to identify and recruit faculty from underrepresented communities and has contributed significantly to the increased representation of faculty from underrepresented communities in the thirteen-year period ending 2011.

### **Staff Diversity Opportunity Program (SDOP)**

Reflecting best practices identified from the Faculty Diversity Opportunity Program (FDOP), the Staff Diversity Opportunity Program (SDOP) promotes employment of minorities and women in Professional and Scientific (P&S) classifications exhibiting underrepresentation. Administered through the Office of Central Human Resources, SDOP allows opportunity for the development of talent through apprenticeships, internships, pipeline positions, and other hires that enable the University to bring on board high potential, diverse candidates who do not fill a specific, immediate need, as well as for development opportunities to increase the new employee's skill, knowledge, abilities, and likelihood of a successful candidacy for future P&S vacancies. During FY 2011, two P&S staff members were hired under SDOP.

### **Recruitment Ambassadors Program**

The Recruitment Ambassadors Program, jointly sponsored by the Office of Central Human Resources and the Office of Equal Opportunity and Diversity, supports the University's strategic goals for increasing the diversity of the faculty and staff. Recruitment Ambassadors are current or former faculty and staff members who volunteer to help recruit diverse prospective employees by providing "insider" information about the University of Iowa campus and Iowa City/Coralville community.

### **Collegiate Diversity Group**

The Executive Vice President and Provost, through the Chief Diversity Officer and Associate Vice President, has organized the colleges, through the deans, to address diversity issues, including recruitment and retention of underrepresented minorities and women faculty. The purpose of the Collegiate Diversity Group is to share information, assess the status of and concerns arising from the colleges' diversity efforts, identify and develop resources for collegiate diversity, and bring to the attention of the deans those issues in need of policy development or resolution across colleges. Meetings of the Collegiate Diversity Group have focused on undergraduate and graduate/professional student outreach and recruitment, admissions, and financial aid issues. Issues of faculty recruitment, mentoring, and retention have been addressed with the participation of the Mentoring Group, supported by the Associate Provost for Faculty Personnel and Development. The chairs of the University's Diversity Charter Committee serve as *ex officio* members. Consideration of diversity issues in the collegiate academic environment, curricula, and programming are also important foci of the Associate Deans for Academic Programs group convened by the Associate Provost for Undergraduate Education.

### **Women and Minority Faculty Development**

The Office of the Provost, through the Associate Provost for Faculty, sponsors faculty development programs for junior faculty members. These programs include a two-day new faculty orientation, a seminar on promotion and tenure, workshops and resources on effective writing habits and time management, and a faculty-led weekly writing group called UI Write-on-Site. The Write-on-Site group was initiated by a junior minority faculty member and approximately 90% of participants are women and/or faculty of color. Additionally, in response to junior faculty members' requests, the Office of the Provost piloted a summer online writing program in summer 2010; evaluations for this program show that the faculty members found the program worthwhile as a boost for their summer writing productivity. The Office of the Provost also publishes a comprehensive calendar of faculty development programs offered by other offices (e.g., focused on teaching, instructional technology, and research).

Individual colleges also develop initiatives for the retention of women and minority faculty members at the collegiate level. For example, the Carver College of Medicine administers the Women in Medicine and Science Program, which offers academic and social programming to its faculty. The college also hosts the annual Women in the Health Sciences conference each spring semester.

Additional informal events are offered to enhance networking among new faculty members and to introduce them to UI administration, including the President and Provost New Faculty Welcome Reception and Dinner, New Faculty of Color Reception, Breakfast with the Provost, and New Faculty End of Semester Reception.

New minority faculty members are also encouraged to become part of the University community through associations with other faculty across the University, with campus social life, and with student activities and organizations. The Chief Diversity Office provides support for several faculty and staff affinity groups, including the African

American Council, the Council on Disability Awareness, the Council on the Status of Women, the Latino Council, the Native American Council, and the Lesbian, Gay, Bisexual, Transgender Staff and Faculty Association.

### **Diversity Scholars, Visitors, and Faculty Exchanges**

The Executive Vice President and Provost, through the Chief Diversity Officer and Associate Vice President, provides financial support for efforts to bring underrepresented minority persons as visiting faculty and speakers to campus. Visiting faculty present seminars and lectures and participate in collaborative scholarly work and research with University faculty. The Provost also provides assistance to UI minority faculty members to enable them to pursue their scholarship and faculty responsibilities through collaborations with other institutions and individuals.

### **Workshops/Programs on Diversity**

The University, through the Chief Diversity Officer and Associate Vice President, regularly supports events that enhance dialog and sensitivity about diversity issues. The Office of Equal Opportunity and Diversity, University Human Resources, the Council on the Status of Women, and the UI Diversity Charter Committee partner with other units to conduct university, collegiate and departmental faculty and staff workshops and other programming designed to enhance the University's recruitment and retention of underrepresented minority and women faculty.

In 2011, the Chief Diversity Office piloted a Project on Civic Reflection (PCR) workshop. Civic Reflection is the practice of reading and discussing short pieces of themed literature reflecting on the central questions of civic life and participation. PCR helps groups build capacity, commitment, and community through reading and discussion.

The University participated in the fourth annual Disability Awareness Summit in October 2011 to discuss issues related to climate and physical and technological access at Iowa Regent institutions; the summit was hosted by Iowa State University and was attended by representatives from the Regent institutions. The Disability Planning and Action Committee, with representation by key University of Iowa leaders and chaired by the Chief Diversity Officer and Associate Vice President, furthers the work started in those sessions and provides leadership and coordination for UI efforts to build a campus environment that welcomes individuals with disabilities.

### **Celebration of Excellence and Achievement Among Women**

The Office of the Provost and the Chief Diversity Office, among other campus units, sponsor the Council on the Status of Women's annual tribute to the accomplishments of all women at The University of Iowa, which began in 1982 when the university community gathered to award the Jane A. Weiss Memorial Scholarship. The event has expanded in scope, recognizing outstanding scholarship, research, service, leadership, and activism among undergraduate and graduate/professional students, staff, and faculty women at The University of Iowa. The celebration now also includes the awarding of the Distinguished Achievement Award, the Jean Y. Jew Women's Rights Award, the Adele Kimm

Scholarship, the Ada Johnson/Otilia Maria Fernandez Women's Studies Scholarship, the Margaret P. Benson Memorial Scholarship, and the Wynonna G. Hubbard Scholarship.

### **Diversity Catalyst Awards**

The Diversity Catalyst Award annually recognizes faculty, staff, students, and units for distinctive and innovative diversity contributions at the University. Supported by campus-wide contributions and participation, the Diversity Catalyst Award Seed Grants are targeted towards creative projects that will have an immediate impact on reaching the diversity goals of the University's strategic plan. Projects that advance cross-cultural understanding, strengthen positive inter-group relations, and promote a welcoming learning, living and working environment are given preference by the selection committee. Additional information about Diversity Catalyst Award recipients and seed grant winners can be found in the Annual Equal Employment Opportunity and Affirmative Action Workforce Report to the Board of Regents.

### **Iowa's IDEA (Impacting Diversity through Educational Alliances)**

The University of Iowa collaborates with Central College, Clarke University, Iowa State University, Kirkwood Community College, Loras College, University of Dubuque, and the University of Northern Iowa to provide leadership and sponsorship for the annual Iowa's IDEA Summit. An ultimate goal of the collaboration is to create a higher education consortium which, at its center, enhances institutional diversity and inclusive excellence. The 2011 summit was hosted by Central College and featured presentations by University of Iowa faculty and staff.

### **Summer Research Opportunity Program (SROP)/McNair Scholars Program/Iowa Biosciences Advantage (IBA)/Alliance for Graduate Education and the Professorate (AGEP)**

The University of Iowa Graduate College annually conducts a Committee on Institutional Cooperation (CIC) Summer Research Opportunities Program to recruit, support and assist minority individuals to pursue graduate studies and collegiate faculty careers, especially in the sciences and engineering fields. More than 50 individuals participate in these programs each year. The University of Iowa McNair Scholars Program provides talented undergraduates from disadvantaged backgrounds with opportunities to pursue research projects in order to develop future faculty.

Through the College of Liberal Arts and Sciences, the Graduate College, the Office of the Vice President for Research, and the Office of the Provost, the Iowa Biosciences Advantage program was established for undergraduate students in the biological and medical sciences. This program is aimed especially at minority and other underrepresented undergraduate students and provides them with the support and preparation to enter graduate programs and ultimately to pursue careers as faculty at higher education institutions. AGEP, a program jointly run by the three Regents' universities, continued to support minority graduate students and provide summer research opportunities for undergraduates considering graduate education.

## **Gender Equity**

In 2005, the Provost appointed a Gender Equity Task Force, which had as its charge to “take a broad look at the status of women faculty at The University of Iowa and recommend changes and programs to increase the number of women faculty and improve their quality of life.” In response to the task force report, several of its recommendations related to faculty gender diversity have been implemented, including an enhanced parental leave policy and the development of the Dual Academic Career initiative, which helps fund spouse and partner appointments at the University. In addition, the Office of the Provost is in the final phases of conducting a gender equity salary study, which will be completed in 2011 and conducted every two years moving forward.

## **Dual Career Network**

In February of 1994, The University of Iowa established the Dual Career Network, a program designed to assist the spouses or partners of University faculty recruits or, under certain circumstances, the spouses or partners of current UI faculty, in locating employment opportunities. The services provided include: professional job search and career guidance for up to one year, resume writing assistance, advice on interviewing techniques, up-to-date resource information about local businesses, assistance with writing cover letters, access to job openings with local employers, letters of support written for University of Iowa employers, career counseling and guidance, guidance to appropriate resources for career exploration and planning, introduction to local groups to assist in networking attempts, current information about local hiring market and demographics, and social gatherings to meet other new people. The services of the Dual Career Network have been successfully used to recruit and retain diverse faculty hires.

## **Women in Science and Engineering (WISE)**

The mission of the Women in Science and Engineering (WISE) Program is to expand and improve the educational and professional opportunities for women in all fields of science and technology by facilitating institutional and social change. The WISE program was established in August 1994 with joint support from the offices of the Vice President for Research and the Provost. The WISE Program staff includes a faculty director, a program coordinator, a faculty consultant, a mentoring coordinator, and an advisory board. The WISE Program cooperates with science, technology, engineering, and mathematics (STEM) programs at The University of Iowa. The goals of WISE are to increase the participation, professional development, and advancement of women as students, faculty, and professional staff; monitor and promote a supportive environment for women to study and work; integrate the ideas, strengths, and approaches of women into research, teaching, and service; and inform the public of educational and career opportunities for women in scientific and technical fields.

## **Diversity Focus**

In 2005, The University of Iowa became a charter member of Diversity Focus, a community and business organization with the mission to increase diversity along the Cedar Rapids-Iowa City corridor by integrating and coordinating existing efforts as well as identifying or creating other activities and programs. Other charter members include the Cedar Rapids Chamber of Commerce, Alliant Energy, and Rockwell Collins. The Chief

Diversity Officer and Associate Vice President serves as a member of the Diversity Focus Board. Diversity Focus plans events, such as conferences, training sessions, and social activities intended to support diversity in the corridor.

\* \* \*

The University of Iowa continues to work towards its primary goals of achieving educational excellence through diversity, promoting a supportive and welcoming environment for all faculty, staff and students, and recruiting and retaining a critical mass of faculty, staff and students from communities underrepresented in higher education.

# Annual Report on Regents Minority and Women Educators Enhancement Program

Iowa State University  
October 2011

Iowa State University supports several key programs to cultivate the hiring, retention, mentoring, satisfaction, advancement, promotion and leadership of minority and women educators. Each of these programs is briefly described below.

1. The Office of the Executive Vice President and Provost launched a new leadership development program, the Emerging Leaders Academy, in January 2009. Two cohorts of faculty and professional and scientific employees have participated thus far. The next cohort will begin in January 2012. Our goal is to develop depth of leadership skills among faculty and staff, as well as to diversify the potential pool of leadership candidates at ISU. To date, applications have been received from twenty women and twenty-two men. Women and minorities are especially encouraged to apply.
2. ISU is presently in a final no-cost extension year of an “institutional transformation” grant, ADVANCE, from the National Science Foundation. The \$3.3M program has the goal of improving recruitment, retention and leadership of women faculty in the science, technology, engineering and mathematics (STEM) fields; there have been over 30 partner faculty, students, administrators, and staff participating in institutional efforts across campus. During academic year 2010-2011, the “collaborative transformation” efforts involved a total of nine science and engineering departments assessing their department climate in order to improve the work environment. Several workshops for department chairs were held on topics related to ADVANCE including understanding departmental culture, advancement from associate professor to full, and conducting effect faculty searches. The program also provided a series of programming events, including a lecture series (with experts from around the country); an external mentoring program for female faculty of color in STEM; and training for faculty search committees to enable them to broaden and diversify their applicant pools. Furthermore, five of our academic colleges have appointed an Equity Advisor. The Equity Advisor plays a central role in implementing the goals of ADVANCE and is the primary leader of efforts at the college level to transform STEM fields for women faculty and faculty of color. The Equity Advisor provides consultation at the college and departmental levels on issues including hiring, mentoring, professional development, and climate.
3. Iowa State University continues to make progress in creating a more flexible work environment for its faculty and staff. The Office of the Executive Vice President and Provost sponsors a Work/Life website which combines existing policies and resources so that the information can be accessed more efficiently and utilized more effectively. A Work/Life Advisory Council was also created and has been meeting for two years. This council is charged with reviewing current university policies, benchmarking best practices and identifying gaps.
4. The COACHE Survey of Tenure-Track Faculty Satisfaction was administered for a second time in 2009-2010. The survey is administered every four years to junior faculty. This second administration of COACHE will allow ISU to track institutional progress on junior faculty satisfaction since the last COACHE Survey (2005-2006). Analysis of the survey results received in summer 2010 indicates that Iowa State has made progress in clarifying the tenure process, creating

policies to support work/life balance, and creating mentoring opportunities for junior faculty. The COACHE survey has helped the university identify issues on which there are significant differences by gender or minority status.

5. **Women's Enrichment Fund Grants.** This funding supports initiatives that will enrich the experiences of women faculty, staff and students at ISU. In 2011-2012, \$20,363 in funding will be awarded to enhance gender equity and to support women's initiatives. Past projects include the "Women Impacting ISU Calendar" which has been a powerful and visible reminder of women's leadership roles on campus. Funding was also given for female recruitment and retention in STEM disciplines.
6. **Diversity Grants.** This program was developed to support diversity in the mission areas of education, research, and outreach in order to positively impact and advance faculty, staff, and student minorities and under-represented groups at Iowa State University. The overarching goals are to accelerate institutional change and contribute to scholarly activity in education and research related to diversity. For 2011-2012, \$30,000 in diversity grants was awarded. Past funding supported collaborations with minority students in Ag multicultural programs, a leadership program for women of color, and development of web resources for international faculty, staff, and students.
7. **Coordination of Institutional Diversity Efforts.** The university-wide diversity committee was restructured to include college diversity committee chairs and to provide leadership of campus-wide diversity goals. The committee continues to work to increase coordination and collaboration across diversity efforts. The University Committee on Diversity is charged with three tasks: (1) to provide an annual report on diversity that is shared with the university president and the university community, (2) to assess progress made on the Implementation Plan for Community, Equity, and Diversity (2006-2011), and (3) to provide leadership on institutional diversity goals. In order to increase communication and collaboration regarding diversity, the committee launched a new Diversity @ ISU website.
8. **Diversifying the Faculty.** The Office of the Executive Vice President and Provost continues to financially support the recruitment and retention of excellent faculty by specifically funding requests from colleges and departments for dual-career partner support and to support hires that diversify the faculty. In 2011, \$731,915 in funding was provided to support dual career hires and \$177,616 was provided for new faculty diversity hires. (These amounts do not include those funds provided for base salary increases for the retention of faculty due to market pressure or competitive job offers.)
9. **Mentoring of faculty** continues to be an important way for ISU to ensure that a diverse faculty succeeds at ISU. In addition to a one-on-one mentoring program that involves all first year faculty, the Provost supports college-level peer mentoring programs. A peer-mentoring program ensures that each college has appointed a senior faculty member to serve as a peer mentoring coordinator for the first-year faculty in the college.
10. **The Women's Leadership Consortium** continues to bring together leaders of various women's programs on campus, develops strategies for increasing the visibility of issues facing women, and studies the impact of women's initiatives and programs, on campus. Each year, the Women's Leadership Consortium publishes a Women Impacting ISU Calendar, to spotlight women in leadership, who serve as resources within the community.
11. **The Associate Provost for Academic Personnel and Chief Diversity Officer** works with the Iowa Network for Women in Higher Education (WHE) to encourage more women to consider leadership

in higher education. With Iowa WHE, she organized in April 2011 a successful Leadership Summit on the UNI campus that brought together women leaders from across the state's universities and colleges.

12. The Margaret Sloss Women's Center provides academic programming and serves as a social support system for all women, on campus. Though many programs are directed specifically for students, the emphasis on safety, healthy relationships, and topics related to the role of women in society, uplift and benefit all. The Women's Center provides support and information through active advocacy, educational outreach, appropriate referral services and provides a safe space to discuss women's issues
13. Child Care Resources, a unit of Human Resource Services, supports Iowa State University families by linking them with professional programs and services that can help meet their child care needs. The university childcare consultant is available to assist families in accessing on campus and community-based services. The university supports two child care centers located on campus, University Community Childcare in Pammel Court and the University Child Care Center at Veterinary Medicine. In addition to these full-time programs, the university supports several other childcare initiatives including a resource and referral service, care for mildly ill children, part-time childcare for student families, and a family child care infant network.

November, 2011

TO: Board of Regents, State of Iowa

FROM: University of Northern Iowa

RE: Minority and Women Educators Enhancement Program

This past year, the allocation for the Minority and Women Educators Enhancement Program has been used in the following ways:

1. To supplement a minority faculty line in the Department of Political Science. The faculty member teaches two sections of non-western cultures: Africa and an upper level political science class in the area of international relations or comparative politics. In addition, he typically teaches an overload section of the non-western cultures: Africa course, either at UNI-CUE or on-line. His research focuses on the political economy of the African state, and in particular the political economy of military rule in Africa. He also serves as a senior analyst for the State Department and Department of Defense's Trans-Saharan Security Symposium.
2. To provide funding for an African-American ABD doctoral candidate from the University of Iowa in Counselor Education and Supervision for the FY 11 academic year. The faculty member taught 2 graduate courses in the CAPREP accredited Counseling program and also supervised graduate students in their clinical experience. Due to personal circumstances, she was not able to complete her one year assignment. Therefore, the balance of funds will be used for minority scholarships in the Psychology program during the FY 12 year.

The University of Northern Iowa continues to encourage search committees to have a diverse pool of applicants and to seriously consider hiring qualified candidates.